Comparison of the Common Core and 2008 Georgia English Language Arts Standards

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University of Arkansas

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# Table of Contents

About The Author .................................................................................................................. 1

Executive Summary ............................................................................................................... 2

Comparison of the Common Core & 2008 Georgia English Language Arts Standards... 4  
A. Reading Pedagogy and Independent Reading .......................................................... 4  
B. Value of Literary Study................................................................................................. 6  
C. Organization and Disciplinary Coverage of the Standards .................................... 7  
D. Quality of the Standards ......................................................................................... 11

Summary ........................................................................................................................ 13

Two Sources of Independent Confirmation ...................................................................... 13

Discrepancies between this Report and the Georgia DOE in Ratings ....................... 15

Comparison of Georgia’s 2008 ELA Standards, Common Core’s ELA Standards, and  
the Standards in the 2001 Massachusetts ELA Curriculum Framework, Grades 4, 8,  
and 11/12. .......................................................................................................................... 17

Recommendations .......................................................................................................... 17

Appendix A ....................................................................................................................... 19

Appendix B ....................................................................................................................... 24

Curriculum Vitae for Sandra Stotsky Ed.D. ................................................................. 77
About The Author

Dr. Sandra Stotsky was professor of education reform at the University of Arkansas and held the 21st Century Chair in Teacher Quality. She retired in December 2012. Dr. Stotsky served as Senior Associate Commissioner at the Massachusetts Department of Elementary and Secondary Education from 1999-2003, where she was in charge of developing or revising all the state’s K-12 standards, teacher licensure tests, and teacher and administrator licensure regulations. Dr. Stotsky served on the Massachusetts Board of Elementary and Secondary Education from 2006-2010, appointed by Governor Mitt Romney. Dr. Stotksy served on the National Mathematics Advisory Panel, from 2006-2008, appointed by Secretary of Education Margaret Spellings.

Most recently Dr. Stotksy served on the Common Core Validation Committee, from 2009-2010. She was one of the five members of the Validation Committee who would not sign off on the standards as being validated. Dr. Stotsky was also editor of NCTE’s premier research journal, Research in the Teaching of English, from 1991 to 1997. She has published extensively in professional journals and written several books.
Executive Summary

This report responds to the request by State Senator William Ligon of Georgia for a comparison of the 2008 Georgia Performance Standards in English language arts with the Common Core State Standards in English language arts. This comparison helps legislators, education policy makers, and other Georgia citizens to understand whether Georgia strengthened or weakened its system of public education by adopting Common Core’s K-12 standards in 2010. As the results of this comparison indicate, the implementation of Common Core’s standards and the use of any state tests based on them represent two steps backwards for Georgia in many respects.

The analysis drew on the criteria used in the 1997, 2000, and 2005 reviews of state English language arts standards for the Thomas B. Fordham Institute. Most of the 20 criteria used for the comparison are similar in wording to their counterparts in the 2005 review form, as are most of the rubrics for the 0 to 4 rating scale.

Table 1 shows the results of the comparison of the two sets of standards. The 2008 Georgia Performance Standards in English Language Arts are clearly superior to the Common Core State English Language Arts Standards in all four categories of criteria. The 2008 GPS are much stronger in their organization and disciplinary coverage, in the overall quality of the standards, and in the value they place on literary study—the kind of reading that develops critical thinking.

Table 1: Average Points per Section and Total Average for Both Sets of ELA Standards

<table>
<thead>
<tr>
<th>Section</th>
<th>CC</th>
<th>GA</th>
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</thead>
<tbody>
<tr>
<td>Reading Pedagogy and Independent Reading</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>Value of Literary Study</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Organization and Disciplinary Coverage of the</td>
<td>1.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of the Standards</td>
<td>1.4</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td><strong>1.85</strong></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>

Two independent sets of evaluative comments support the results of this analysis. They come from the 2010 review of Georgia’s 2008 ELA standards and Common Core’s ELA standards by the Thomas B. Fordham Institute.

An examination of the “crosswalk” by the staff at the Georgia Department of Education, which concluded that the qualitative differences between the two sets of standards are minimal, indicates that the staff’s conclusion resulted from looking in only one direction—at the extent to which the content of the minimal competencies in Common Core’s ELA standards was addressed in the 2008 Georgia standards. The staff did not look at whether the rich content of the 2008 Georgia ELA standards was addressed in Common Core’s ELA standards. The results of the comparison in this report serve as the basis for the following recommendations:

1. Georgia should re-adopt its previous standards (with some revisions spelled out below) because they are far superior to Common Core’s. They emphasize reading far more than does Common Core, they stress the kind of reading (literary study) that fosters critical thinking, and they serve as far better guides to the kind of reading that secondary students in Georgia should

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1 The author was a member of the Common Core Validation Committee from 2009-2010.
be assigned in the school curriculum in order to be prepared for a meaningful high school diploma, whether they choose to go to an institution of higher education, go into an occupational trade, or go into the military.

2. Georgia should base its state assessments in reading and literature on its previous standards, not on Common Core’s inferior English language arts standards. It would be a waste of the taxpayers’ money to base state assessments on a set of standards that needs to be completely revised, if not abandoned.

3. Georgia’s legislators should ask literary and humanities scholars at their own fine universities to work with a group of experienced and well-trained high school English teachers to design a readiness test in reading and literature for admission to Georgia’s own colleges and universities. They should also ask engineering, science, and mathematics faculty at the University of Georgia and the Georgia Institute of Technology to design a readiness test in mathematics and science for admission to Georgia’s own higher education institutions, as well as the syllabi for the advanced mathematics and science coursework this faculty wants to see Georgia high school students take. Georgia can do much better than Common Core’s standards or tests for these purposes. Georgia does not need federal education policy-makers (or test developers) to decide what admission requirements to Georgia’s colleges and universities should be in reading, literature, mathematics, or science.

4. Before Georgia uses its previous ELA standards to guide classroom curriculum and state testing, the legislature should require them to be reviewed and vetted by experienced Georgia high school English teachers and literary scholars at its own colleges and universities.
   a. Some standards belong at the graduate level.
   b. Some standards are repetitious, superfluous, or non-assessable.
   c. The Reading across the Curriculum (RC) standards should be removed. They are inappropriate for English teachers and English classes.
   d. All of the standards for “multicultural” literature should be folded as appropriate into grade 8 or the high school courses for American, British, and world literature. High quality literary works by “multicultural” authors are part of one of these bodies of literature and should not be isolated.
Comparison of the Common Core and 2008 Georgia English Language Arts Standards

This report responds to the request by State Senator William Ligon of Georgia for a comparison of the 2008 Georgia Performance Standards in English language arts with the Common Core State Standards in English language arts. The purpose of this comparison was to help legislators, education policy makers, and other Georgia citizens to understand whether Georgia strengthened or weakened its system of public education by adopting Common Core’s K-12 standards in 2010.

For the analysis, I shortened and slightly revised the criteria I used in the 1997, 2000, and 2005 reviews of state English language arts standards for the Thomas B. Fordham Institute. Eliminated items (e.g., the set of questions on teacher education) were not relevant for a comparison of standards.

Most of the 20 criteria used for this report are similar in wording to their counterparts in the 2005 review form, as are most of the rubrics for the 0 to 4 rating scale. See Appendix A for the review form used in this report. I retained the rating scale used in the 2005 review, with the rating of 2 used only when what was in a document was unclear. In the chart, CC = Common Core and GA = the 2008 Georgia Performance Standards.

A. Reading Pedagogy and Independent Reading
1. The document expects explicit and systematic instruction in decoding skills in the primary grades as well as use of meaningful reading materials and an emphasis on comprehension.

<table>
<thead>
<tr>
<th>CC</th>
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<tbody>
<tr>
<td>Research in reading is clearly used to inform the acquisition of decoding skills. There is good coverage of key comprehension skills across subject areas, as well as use of meaningful reading materials. However, not one of the objectives on phonics and word analysis skills in grades K-3 expects students to apply these skills both in context and independent of context to ensure mastery of decoding skills. Only in grades 4 and 5 are students expected to read accurately unfamiliar words “in context and out of context.” The placement of this standard at only grades 4 and 5 badly misinforms teachers in the primary grades.</td>
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<tr>
<th>GA</th>
<th>Rating: 4</th>
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<tr>
<td>Research in reading is clearly used to inform the acquisition of decoding skills. In the primary grades we find: “Applies letter-sound knowledge to decode quickly and accurately.” In addition, in grade 2 we find: “Automatically recognizes additional high frequency and familiar words within texts.” There is no suggestion that teachers are to teach students to use contextual approaches at the same time as they decode or learn to recognize high frequency words automatically. There is good coverage of key comprehension skills across subject areas, as well as use of meaningful reading materials.</td>
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2. *The document makes clear that interpretations of written texts should be supported by logical reasoning, accurate facts, and adequate evidence.*

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<tr>
<th>Country</th>
<th>Rating</th>
<th>Details</th>
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<tbody>
<tr>
<td>CC</td>
<td>4</td>
<td>The standards indicate that interpretations of any text must accord with what the author wrote. Evidence is required for interpretations or claims for all texts.</td>
</tr>
<tr>
<td>GA</td>
<td>4</td>
<td>The standards indicate that interpretations of any text must accord with what the author wrote. Evidence is required for interpretations or claims for all texts.</td>
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</table>

3. *The document expects students to read independently through the grades and provides guidance on quality and difficulty.*

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<th>Country</th>
<th>Rating</th>
<th>Details</th>
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<td>CC</td>
<td>3</td>
<td>Students are expected to read independently, and Appendix B provides a limited list of exemplars of quality and difficulty through the grades. However, we do not know if the titles in grades K-8 were independently vetted by literary experts or who they may have been. Moreover, Common Core suggests that teachers use a cumbersome set of factors to determine “complexity.”</td>
</tr>
<tr>
<td>GA</td>
<td>3</td>
<td>Independent reading is encouraged, quantity is spelled out per grade, but there is no list of recommended titles or authors in an accompanying document to guide quality. E.g., in grade 4: “The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.” In grade 8: “The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.”</td>
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### B. Value of Literary Study

1. The document expects and enables teachers to stress literary study in the ELA class.

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<td>Nonfiction or informational reading has been weighted more than imaginative literature in ELA at all grade levels—with ten standards for the former and nine for the latter at each grade level. This proportion augurs a drastic decline in literary study in grades 6-12.</td>
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<th>GA</th>
<th>Rating: 4</th>
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<tr>
<td>There are more standards for literary study than for non-literary study throughout the grades. This stress helps to balance the fact that elementary teachers in self-contained classes usually teach reading in all content areas as well as in the ELA class so that informational reading is already apt to be taught more than literary reading in K-6. Grade 8 has state-specific literary standards that should be emulated across the country (“ELA8R4.a. Identifies a variety of Georgia authors both male and female. ELA8R4.b. Identifies authors’ connections to Georgia through a variety of materials including electronic media. ELA8R4.c. Identifies award winning Georgia authors. ELA8R4.d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors. ELA8R4.e. Relates literary works created by Georgia authors to historical settings and or events. ELA8R4.f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events. ELA8R4.g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic”). High school standards provide for full courses in American, British, world, and multicultural literature.</td>
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2. The document and the standards indicate that assigned texts should be chosen on the basis of literary quality, cultural and historical significance.

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<td>Excellent advice is given in a sidebar on p. 35 and in Appendix B for selection on the basis of quality and significance. But most standards contain nothing to ensure that teachers or test-makers follow this advice. There are also no criteria for selecting informational or literary texts. Nor are there recommended lists of author or titles (just exemplars of “complexity” at each grade level).</td>
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<tr>
<th>GA</th>
<th>Rating: 4</th>
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<tr>
<td>While there is no one overarching statement requiring selection of literature based on its quality or significance, it is stated or implied in different ways in the standards. E.g., in grade 8, students are to study “award winning Georgia authors” and “significant text.” High school literature standards require study of “canonical” poets or literature. E.g., in grade 11, students are to “analyze the influence of mythic, traditional, or classical literature on American literature” and trace “the history of the development of American fiction.” Such standards clearly imply that most assigned texts will reflect historical and cultural significance.</td>
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3. The standards promote study of American literature.

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<th>Rating</th>
<th>CC</th>
<th>They do so only in two standards in grades 11/12. It is not mentioned in earlier grades where it would be appropriate (e.g., for American folktales or tall tales), and there is no mention of authors who were born in or wrote about the state or region.</th>
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</thead>
<tbody>
<tr>
<td>Rating</td>
<td>GA</td>
<td>American literature is addressed fully in grades 10 to 12, and at the state level in grade 8 (“ELA8R4. The student acquires knowledge of Georgia authors and significant text created by them.”). American multicultural literature is covered in high school standards.</td>
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</table>

C. Organization and Disciplinary Coverage of the Standards

1. They are grouped in categories and subcategories reflecting coherent bodies of scholarship or research in reading and the English language arts.

<table>
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<tr>
<th>Rating</th>
<th>CC</th>
<th>The organization of the ten anchor standards for Reading does not reflect scholarship or research. The grade-level standards are mostly organized according to language processes, but major subcategories do not reflect coherent bodies of scholarship or research in the secondary grades. The writing standards are misleadingly organized (argument, narrative, and informational). Academic arguments are not identical to persuasive writings. Practical or personal writing is not necessarily informational or narrative in nature.</th>
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<tbody>
<tr>
<td>Rating</td>
<td>GA</td>
<td>Major categories and subcategories mostly reflect coherent bodies of scholarship or research: literature (fiction, nonfiction, poetry, and drama), writing (expository, narrative/personal, technical, response to literature, argument/persuasive), conventions, listening/speaking/viewing, research and technology, and vocabulary.</td>
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2. The standards clearly address listening and speaking. They include use of various discussion purposes and roles, how to participate in discussion, desirable qualities in formal speaking, and use of established as well as peer-generated criteria for evaluating formal and informal speech.

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<tr>
<th>Rating</th>
<th>CC</th>
<th>They address most of these elements but do not address the use of established criteria for evaluating formal and informal talks, presentations, or speeches.</th>
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</thead>
<tbody>
<tr>
<td>Rating</td>
<td>GA</td>
<td>Most of the above areas are adequately covered. But standards do not address the use of established criteria for evaluating formal and informal talks, presentations, or speeches. “Uses rubrics as assessment tools” is inadequate; whose rubrics—peers, teachers, or others and at what grade levels?</td>
</tr>
</tbody>
</table>
3. The standards clearly address reading to understand and use information through the grades. They include progressive development of reading skills, knowledge and use of a variety of textual features, genres, and reading strategies for academic, occupational, and civic purposes.

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<td>The standards clearly ask for reading to understand and use information through the grades. However, they do not clearly distinguish modes of organization (e.g., chronology) from structural (or textual) elements of an expository text (e.g., introduction, conclusion), do not progressively develop informational reading skills from grade to grade, and omit such important concepts as topic sentences for paragraph development.</td>
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<th>GA</th>
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<td></td>
<td>All of the above areas are covered in some way, but there is no progressive development of informational reading skills in K-8. By grade 6, most skills are mentioned accurately (e.g., “ELA6R1.2.a. Applies knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index). ELA6R1.2.b. Applies knowledge of common graphic features (e.g., graphic organizers, diagrams, captions, illustrations, charts, tables, graphs). ELA6R1.2.c. Applies knowledge of common organizational structures and patterns (e.g., transitions, logical order, cause and effect, classification schemes)”).</td>
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4. The standards clearly seek to develop strong vocabulary knowledge and dictionary skills.

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<td></td>
<td>Although the vocabulary standards highlight specific figures of speech and rhetorical devices, they do not teach use of glossaries for discipline-specific terms, or words that must be taught (e.g., foreign words used in written English that do not appear in an English language dictionary). Common Core leans heavily and incorrectly in many cases on use of context to determine the meaning of unknown words. For example, it is difficult for students to interpret correctly a literary, biblical, or mythological allusion “in context,” as in “CCSS.ELA-Literacy.L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context,” if they have no knowledge of the texts that have served as the basis for these allusions and if the reading standards do not point to some of these significant texts, authors, or events.</td>
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<th>GA</th>
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<td></td>
<td>Vocabulary standards are part of the reading/literature strand and through grade 8 spell out dictionary skills (e.g., “ELA6R2.d. Uses reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words.”). They identify the groupings students should be taught (e.g., “ELA7R2.c. Identifies and explains idioms and analogies in prose and poetry,” “ELAWLRL5.c. Identifies and understands foreign terms that appear in works originally written in a language other than English.”). And they point to the sources of word meaning in grade 10 (“ELAWLRL5.b. Uses knowledge of world mythologies to understand the meanings of new words,” and “ELA10RL5.b. Uses knowledge of mythology, the Bible, and other works often alluded to in literature to understand the meanings of new words.”).</td>
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</table>
5. The standards clearly address the reading, interpretation, and critical evaluation of literature. They include knowledge of diverse literary elements and genres, use of different kinds of literary responses, and use of a variety of interpretive and critical lenses. They also specify those key authors, works, and literary traditions in American literature and in the literary and civic heritage of English-speaking people that should be studied because of their literary quality and cultural significance.

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<td></td>
<td>Most of the above areas are covered but very unsystematically. Most literature standards lack examples of authors, works, literary traditions, and literary periods and only sporadically address the major genres and their characteristics. Only a few high school level standards indicate specific cultural content. Even a reference to mythology in the elementary grades asks for identification only of mythological characters (ELACC4RL4).</td>
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<td></td>
<td>Although there are no lists of key authors or works at each grade, the standards in grades 8, 9, 10, 11, and 12 are content-rich and require study of literary traditions in Georgia, in American literature, in British and other world literature, as well as of “multicultural” literature (which is never defined). The standards systematically address the major genres of poetry, drama, fiction, and non-fiction, and their literary elements, techniques, and vocabulary. The types of writing are reasonable (narrative, informational, persuasive, technical, research). Earlier standards on mythology and other cultures ask for cultural specifics and comparisons (ELA6R1. “Compares traditional literature and mythology from different cultures,” and “Identifies and analyzes similarities and differences in mythologies from different cultures.”</td>
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6. The standards clearly address writing for communication and expression. They include use of writing processes, established as well as peer-generated criteria, and various rhetorical elements, strategies, genres, and modes of organization.

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<td>While there are a great many standards on writing, the sub-strand on “argument” confuses argument with expression of opinion in the elementary grades and with persuasive writing throughout. There is no scholarship to support the three “types” of writing proposed by Common Core and thus this strand badly misinforms English and reading teachers throughout the grades. There is also nothing on the use of established or peer-generated criteria for evaluating writing or written presentations.</td>
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<th>GA</th>
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<tr>
<td></td>
<td>Most aspects of writing are addressed well, and academic arguments are not confused with persuasive writings or expressions of opinion. But there is nothing on the use of established or peer-generated criteria for evaluating writing or written presentations.</td>
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7. The standards clearly address oral and written language conventions. They include Standard English conventions for sentence structure, spelling, usage, penmanship, capitalization, and punctuation.

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<td>Oral and written language conventions are addressed, but the vertical progressions don’t always make sense, many standards are placed at inappropriate grade levels, and much of the linguistic terminology is inappropriate at the grade level it appears: e.g., grade 2: “Use adjectives and adverbs, and choose between them depending on what is to be modified.” Or in grade 4: “Use modal auxiliaries to convey various conditions.” And what is a grade 8 teacher to make of: “Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects”?</td>
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<th>GA</th>
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<tr>
<td></td>
<td>All of the above areas are adequately covered and in student- and teacher-friendly language.</td>
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8. The standards clearly address the nature, dynamics, and history of the English language. They include the nature of its vocabulary, its structure (grammar), the evolution of its oral and written forms, and the distinction between the variability of its oral forms and the relative permanence of its written form today.

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<td>Standards on word origins and etymologies are useful. But there is nothing on the distinctions among oral dialects or between oral and written forms of English, or on the history of the English language at the secondary level. In grade 5, we find a highly inappropriate standard: “Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.” This is graduate-level work.</td>
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<td>In grade 8, a vocabulary standard (ELA8R2.c.) expects students to “demonstrate an initial understanding of the history of the English Language.” As part of dictionary skills, students are to understand the etymologies of words. And we find in grade 11: “ELA11LSV2.1.e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.”</td>
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9. The standards clearly address research processes, including developing questions and locating, understanding, evaluating, synthesizing, and using various sources of information for reading, writing, and speaking assignments. These sources include dictionaries, thesauruses, other reference materials, observations of empirical phenomena, interviews with informants, and computer data bases.

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<td>All of the above areas seem to be adequately covered including the research processes. But students are to apply the same reading standards (“Apply grades 9–10 Reading standards”) to literature or informational texts at each grade level “to support analysis, reflection, and research.”</td>
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<td></td>
<td>All of the above areas are adequately covered, and the research processes are developed well over the grades.</td>
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D. Quality of the Standards

1. They are clear, specific, and measurable (i.e., they can lead to observable, comparable results across students and schools).

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<td>There are many vague standards with unclear meanings and inconsistently interpretable meanings. E.g., “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.” What kind of texts does the writer have in mind? What will be learned if the texts address different topics? E.g., “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.” How much and what kind of reading of world literature must precede the reading of a specific work that is to be analyzed for the author’s point of view? Thus, only some standards are measurable as is. There are also many standards with inappropriate or misleading examples, e.g., informational reading standard 9, grade 6: “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).” This standard needs a sensible example. Moreover, in the primary grades, many standards require teachers to prompt or give guidance and support without specifying what would constitute meeting the standard independently.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Almost all of the basic standards for each grade level are interpretable, teachable, and measurable. There are simply too many of them in grades 10-12 because they include what should be separate sets of standards for American, British, world, and multicultural literature. Grades 5-12 also include a grab-bag of poorly written standards for Reading across the Curriculum. They are also unsuitable for an English class (e.g., ELA9RC2.a-f, ELA9RC3.a-c, and ELA9RC4.a-c). No English teacher should be expected to teach the vocabulary of other disciplines, nor be asked to attempt something like: “ELAALRC2.d. Evaluates the merits of texts in every subject discipline.”</td>
<td></td>
</tr>
</tbody>
</table>

2. They are of increasing intellectual difficulty at each higher educational level and cover all important aspects of learning in the area they address.

<table>
<thead>
<tr>
<th>Rating</th>
<th>CC</th>
<th>GA</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most standards do not show meaningful increases in intellectual difficulty over the grades because they are generic skills. In addition, many grade-level standards are simply paraphrases or repetitions of the governing CCRS, especially in grades 6-8. Primary grade standards are weak because of overuse of prompting; prompted learning leaves unclear the level of independence required for student performance. In the secondary grades, they show no meaningful increases in difficulty and/or complexity through the grades related to skill development.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Most of the grade-focused standards show meaningful increases in difficulty over the grades and address the important aspects of learning in the area. The standards for American, British, World, and multicultural literature should each be used for separate end-of-course tests. The Reading across the Curriculum “standards” should be removed because they are not for an English teacher.</td>
<td></td>
</tr>
</tbody>
</table>
3. **They index or illustrate growth through the grades for reading by referring to specific reading levels, to titles of specific literary or academic works as examples of a reading level, or to advanced content.**

<table>
<thead>
<tr>
<th>CC</th>
<th>Rating: 3</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>While the reading and literature standards only occasionally provide examples of specific texts or authors, Appendix B contains a long list of illustrative titles for each grade for the main genres. However, each grade contains too wide a range of reading levels to establish a meaningful reading level for assessment purposes, especially in grades 9, 10, and 11.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GA</th>
<th>Rating: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The kinds of literary techniques and elements taught often suggest the complexity of the texts to be taught, but no lists of authors or works to suggest reading levels are given.</td>
</tr>
</tbody>
</table>

4. **They illustrate growth expected through the grades for writing with reference to examples and rating criteria, in the standards document or in other documents.**

<table>
<thead>
<tr>
<th>CC</th>
<th>Rating: 1</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Appendix C is a collection of annotated student writing samples at all grade levels. However, no rating criteria, say, on a 1 to 6 scale, are offered by grade level—a serious and puzzling omission. Based on the annotations and the compositions themselves, it is clear what the best and least developed compositions are. But it is not at all clear how teachers are to develop common expectations for where most students will be: somewhat above grade-level, about grade-level, and somewhat below grade-level performance at a particular grade level.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>GA</th>
<th>Rating: 0</th>
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<tbody>
<tr>
<td></td>
<td>No specific criteria or examples of student essays are provided.</td>
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</table>

5. **Their overall contents are sufficiently specific, comprehensive, and demanding to lead to a common core of high academic expectations for all students in the state.**

<table>
<thead>
<tr>
<th>CC</th>
<th>Rating: 1</th>
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<tbody>
<tr>
<td></td>
<td>Common Core’s relatively content-empty reading standards cannot by themselves lead to a common core of high academic expectations because they cannot frame an academic curriculum. The basic work will have to be done at the local level unless the testing consortia pre-empt curriculum decision-making at the local level in order to develop test items with a knowledge base to which skills can be applied.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GA</th>
<th>Rating: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Georgia’s standards require study of significant authors and texts in literary traditions in Georgia and in American and British literature as well as in other traditions. However, because they do not specify key groups of works and authors that outline essential substantive content for the high school English curriculum, they can be interpreted in different ways by teachers and test developers and thus fail to lead to a common core of high academic expectations for all students.</td>
</tr>
</tbody>
</table>
Summary

Table 1: Average Points per Section and Total Average for Both ELA Documents

<table>
<thead>
<tr>
<th></th>
<th>CC</th>
<th>GA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Pedagogy and Independent Reading</td>
<td>3.3</td>
<td>3.6</td>
</tr>
<tr>
<td>Value of Literary Study</td>
<td>1.0</td>
<td>3.6</td>
</tr>
<tr>
<td>Organization and Disciplinary Coverage of the Standards</td>
<td>1.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Quality of the Standards</td>
<td>1.4</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total Average</strong></td>
<td>1.85</td>
<td>3.3</td>
</tr>
</tbody>
</table>

As Table 1 shows, the 2008 Georgia Performance Standards in English Language Arts are superior to the Common Core State English Language Arts Standards in all four categories of criteria. The 2008 GPS are especially stronger in their organization and disciplinary coverage, in the overall quality of the standards, and in the value they place on literary study—the kind of reading that develops critical thinking.

Two Sources of Independent Confirmation

The question that may be raised at this point is whether my ratings are valid. Are there independent points of reference that support my analysis? Fortunately, independent support comes from two sets of comments by Fordham Institute reviewers in a 2010 review. According to the reviewers for the 2010 review of state standards by the Fordham Institute, Georgia’s former English language arts standards are clearly superior to Common Core’s standards. Below are their final comments:

“The Georgia K-12 ELA standards are better organized and easier to read than the Common Core. Essential content is grouped more logically, so that standards addressing inextricably linked characteristics, such as themes in literary texts, can be found together rather than spread across strands. The high school standards include a course devoted to “Reading and American Literature,” which provides a greater number of more detailed and rigorous expectations that address the importance of reading American literature. Georgia also more clearly specifies genre-specific writing expectations, and better prioritizes writing genres at each grade level.”

The Fordham reviewers’ comments on Common Core’s ELA standards clearly suggest they are inferior to Georgia’s ELA standards:

“**Overview:** …They would be more helpful to teachers if they attended as systematically to content as they do to skills, especially in the area of reading…

**Clarity and Specificity:** … The organization of the reading standards is hard to follow…They are organized into four categories… Since many kinds of texts, genres, sub-genres, and their characteristics are discussed in each category, it is also difficult to determine whether a logical sequence covering all of this important content has been achieved. … the organization of the reading strand, as well as the instances of vague..."
and unmeasurable language, mean that the standards do not ultimately provide sufficient clarity and detail to guide teachers and curriculum and assessment developers effectively.

**Content and Rigor:** …The reading standards for both literature and informational text fail to address the specific text types, genres, and sub-genres in a systematic intersection with the skills they target. As written, the standards often address skills as they might apply to a number of genres and sub-genres. As a result, some essential content goes missing.

The…standards for grades 6-12 exhibit only minor distinctions across the grades, such as citing evidence “to support analysis of what the text says explicitly as well as inferences from the text.” Several problems surface here. First, these standards don’t properly scaffold skills from grade to grade. For example, quoting from text is arguably easier than paraphrasing, but the standards require mastery of paraphrasing first. Second, these standards are also repeated verbatim in the informational text strand, thus making no distinction between applying this skill to literary and informational text.

What’s more, while some genres are mentioned occasionally in the standards, others, such as speeches, essays, and many forms of poetry, are rarely if ever mentioned by name. Similarly, many sub-genres, such as satires or epic poems, are never addressed.

Many defining characteristics of the various genres are also rarely, if ever, mentioned…Where literary elements are mentioned, their treatment is spotty. …

The Writing standards include too many expectations that begin with the phrase, “With guidance and support from adults....” Such standards are problematic because they fail to adequately scaffold or clearly delineate what students should be able to do.

One troublesome aspect of the writing standards is the persistently blurry line between an “argument” and an “informative/explanatory essay.” …

**Bottom Line:** …overwhelming focus on skills over content in reading combined with confusion about the writing standards, lack of detail about oral presentations, and the sporadic rigor of the media standards.”

In addition, I would like to belie the claim that Common Core’s ELA standards resemble the 2001/2004 Massachusetts ELA standards, considered one of the best sets of ELA standards in the country. One of the major justifications for Massachusetts adopting Common Core’s standards in 2010, according to Massachusetts Secretary of Education Paul Reville and Commissioner of Education Mitchell Chester, is the claim that specialists from the Massachusetts Department of Elementary and Secondary Education contributed heavily to the content and shape of Common Core’s ELA standards. ³ This claim implied that there were few differences between Common Core’s ELA standards and the Bay State’s ELA standards. However, the many grave flaws in Common Core’s final ELA standards raise questions about the competence of Common Core’s ELA standards writers to use the advice they were given. Common Core’s ELA standards writers did not adhere to the original wording, grade-level

³http://www.boston.com/bostonglobe/editorial_opinion/editorials/articles/2010/07/20/with_help_from_mass_feds_develop_sound_school_standards/?comments=all#readerComm
placement, or, in many cases, meaning of the Massachusetts ELA standards. In fact, their meaning was so often distorted by poor paraphrasing or inappropriate examples that much of the borrowed material ended up in standards that are not consistently interpretable or teachable. ⁴

**Discrepancies between this Report and the Georgia Department of Education in Ratings**

Readers of this report may be astonished at the huge qualitative differences between Georgia’s 2008 Performance Standards in English Language Arts and Common Core’s English Language Arts Standards despite the fact that they were given the same grade by the Fordham Institute. Nevertheless, these differences are independently confirmed by the comments of the reviewers for the 2010 Fordham Institute review who rated both sets of standards according to the criteria created for their review.

Readers of this report may also be puzzled by the conclusions of the staff at the Georgia Department of Education in 2011. They did their own comparison to determine how well Georgia’s 2008 standards addressed what was in Common Core’s standards. ⁵ Here is part of the summary of their analysis:

> “Overall, ELA GPS and CCGPS are comparable in all divisions. While there are minor differences in the names of the divisions as well as the grade level expectations, the efficacy of the two sets of standards is evident. The crosswalk of the CCGPS and GPS shows how these standards are vertically aligned in each of the divisions, and it supports the transition to the CCGPS with minimal modifications to the current standards and teacher expectations.”

However, the explanation for the discrepancies between my ratings and those by the Georgia Department of Education staff is relatively easy to discover. The staff’s analysis went in only one direction. They sought to show to what extent the 2008 GPS addressed what was in the Common Core. The staff did not analyze to what extent the Common Core addressed what was in the 2008 GPS. That is the source of most of the discrepancies between the staff’s evaluation and Fordham’s and my evaluations. If the reverse analysis had been undertaken, the staff would have noticed that literary study was being downplayed at every grade level from K-12 in Common Core. It would have noted that the 2008 GPS had thorough and first-class standards in grade 8 on Georgia authors and texts. It would also have noted, among other details, that topic sentences were mentioned in the 2008 GPS but not in Common Core. The staff may not have noticed the problems in the way the writing standards were organized in Common Core if no one on the staff had received training in rhetoric and composition.

However, it is not clear why the staff didn’t note how inappropriate the exemplars for informational text in English and in other subjects in Common Core’s Appendix B are for grades

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⁵ “Comparison: Common Core and Georgia Performance Standards (English Language Arts and Mathematics),” Georgia Department of Education, September 1, 2011. The comparison (crosswalk) is dated June 2011 and updated in August 2011.
9-12. See my analysis of these texts for an explanation of why so many are inappropriate.\(^6\) It is also not clear why the staff did not flag (and comment on) the many technically-worded language standards in Common Core (such as “verb aspect”) that might be difficult for an elementary teacher to explain to children. For example,

In grade 4: “Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects.” And: “Recognize and explain the meaning of common idioms, adages, and proverbs.”

In grade 5: “Use verb tense and aspect to convey various times, sequences, states, and conditions.” And: “Recognize and correct inappropriate shifts in verb tense and aspect.”

It is also surprising that the staff did not comment on such grade-inappropriate Common Core standards as:

In grade 5: “ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.”

In grade 6: “Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.” And: “Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.”

In grade 7: “ELACC7RL7: 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).”

It is also not clear how reliable the staff’s own rating system necessarily is. For their comparison, the staff looked at the alignment between Common Core’s reading expectations for grades 11/12 and the GPS for American literature in grade 11 and for British literature in grade 12. They rated the match as “weak,” meaning that “only minor aspects of Common Core were noted in GPS.” Yet, the reading done in survey courses on American and British literature may be very challenging. In fact, many of the exemplars of literary “complexity” for grades 11/12 in Common Core’s Appendix B are the same literary works or authors studied in survey courses in grades 11/12 American and British literature courses. How could the match be rated as weak?

The omission of a comparison highlighting the many demanding literary standards in the 2008 GPS has consequences. It seems Georgia high schools have been requiring students in grades 11 and 12 to read works that are at least as difficult as those works Common Core is suggesting. But under Common Core, they may be reading easier works. We do not know yet how difficult the reading passages will be or where the cut score will be set.


In Appendix B, readers will find the ELA standards from these three documents listed separately at each of these three grade levels (grades 4, 8, and 11/12). There were too many standards for a readable three-column spreadsheet. The purpose for this lengthy appendix is to show interested legislators how diverse three different sets of ELA standards at the same three grade levels can be and to help legislators gain some insight into the nature of the basic problem that Common Core’s ELA standards create for the entire school curriculum. These appendices may also help legislators to understand how difficult it is to analyze and compare different sets of ELA standards. (It is much easier to compare standards that address specific content, as for mathematics, science, or history.)

As is well-known, to do well in school, other things being equal, students must develop strong reading skills. One of the first impressions an experienced eye notices, after eye-balling the three sets of ELA standards at each of these grade levels, is how many more writing than reading standards Common Core sets forth, especially in contrast to the Massachusetts standards. In the Bay State, there are many more reading standards than writing standards, and most of them are literary reading standards. This stress is, in my judgment, one reason why Massachusetts students have had the highest averages on the National Assessment of Educational Progress (NAEP) tests in reading in both grade 4 and grade 8 since 2005. Not only have its ELA standards stressed reading more than writing, they have stressed literary reading more than informational or nonfiction reading. The reverse stress is, again in my judgment, the basic problem with Common Core; it prioritizes writing over reading, despite the fact that everything we know from decades of educational research suggests that the basis for good writing is good reading. Good writers are good readers. Not all good readers become good writers, but all good writers have been good readers. Good reading is basic to all subjects, and when tested internationally, Massachusetts students have been among the highest-achieving countries in mathematics and science.

Where does Georgia fit into this pattern? It seems to have as many writing standards as reading/literature standards in grade 4 and possibly in grade 8. But by grade 12, its previous standards clearly stressed reading (mainly literary reading) more than writing. This is the right emphasis. In addition, readers who eye-ball these various sets of standards will quickly notice something else in the Massachusetts standards. Most of the literature/reading standards are accompanied by an example that usually makes it clear what the standard means and what level of reading difficulty teachers should aim for. These copious examples were very useful to Bay State teachers. The adoption and implementation of Common Core’s ELA standards represents two steps backwards for Georgia in many respects.

Recommendations
These results serve as the basis for the following recommendations:

1. Georgia should re-adopt its previous standards (with some revisions spelled out below) because they are far superior to Common Core’s. They emphasize reading far more than does Common Core, they stress the kind of reading (literary study) that fosters critical thinking, and they serve as far better guides to the kind of reading that secondary students in Georgia should be assigned in the school curriculum in order to be prepared for a meaningful high school diploma, whether they choose to go to an institution of higher education, go into an occupational trade, or go into the military.
2. Georgia should base its state assessments in reading and literature on its previous standards, not on Common Core’s inferior English language arts standards. It would be a waste of the taxpayers’ money to base state assessments on a set of standards that needs to be completely revised, if not abandoned.

3. Georgia’s legislators should ask literary and humanities scholars at their own fine universities to work with a group of experienced and well-trained high school English teachers to design a readiness test in reading and literature for admission to Georgia’s own colleges and universities. They should also ask engineering, science, and mathematics faculty at the University of Georgia and the Georgia Institute of Technology to design a readiness test in mathematics and science for admission to Georgia’s own higher education institutions, as well as the syllabi for the advanced mathematics and science coursework this faculty wants to see Georgia high school students taking. Georgia can do much better than Common Core’s standards or tests for these purposes. Georgia does not need federal education policy-makers (or test developers) to decide what admission requirements to Georgia’s colleges and universities should be in reading, literature, mathematics, or science.

4. Before Georgia uses its previous ELA standards to guide classroom curriculum and state testing, the legislature should require them to be reviewed and vetted by experienced Georgia high school English teachers.
   a. Some standards belong at the graduate level.
   b. Some standards are repetitious, superfluous, or non-assessable.
   c. The Reading across the Curriculum (RC) standards should be removed. They are inappropriate for English teachers and English classes.
   d. All the standards for “multicultural” literature should be folded as appropriate into grade 8 or the high school courses for American, British, and world literature. High quality literary works by “multicultural” authors are part of one of these bodies of literature and should not be isolated.
Appendix A: The Review Form for English Language Arts Standards

A. Reading Pedagogy and Independent Reading

1. The document expects explicit and systematic instruction in decoding skills in the primary grades as well as use of meaningful reading materials and an emphasis on comprehension.
   
   0 Phonics or decoding skills are not mentioned at all.
   
   1 Phonics or decoding skills are mentioned only in the context of other strategies so that it is unlikely they are addressed independently or systematically.
   
   3 Phonics or decoding skills are given a separate bullet or statement but there is nothing to suggest explicit and systematic teaching and independence from contextual approaches.
   
   4 Explicit and systematic instruction in decoding skills, both independent of context and in context, is clearly suggested or spelled out.

2. The standards make clear that interpretations of written texts should be supported by logical reasoning, accurate facts, and adequate evidence.

   0 The standards imply that all points of view or interpretations are equally valid regardless of the logic, accuracy, and adequacy of supporting evidence.
   
   1 The standards imply that all literary texts are susceptible of many equally valid interpretations.
   
   3 The standards indicate that interpretations of texts must be in part on what is in the texts.
   
   4 The standards indicate that interpretations of any text must accord with what the author wrote.

3. The document expects students to read independently through the grades and provides guidance about quality and difficulty.

   0 Independent reading isn’t mentioned at all.
   
   1 Regular independent reading is recommended but not quality, quantity, or difficulty.
   
   3 Quality, quantity, or difficulty of independent reading is indicated in some way (e.g., by a list of recommended books or by a recommended number of words or books per grade).
   
   4 Quality, quantity, and difficulty are indicated in some way.

B. Value Accorded Literary Study

1. The document expects and enables teachers to stress literary study at the secondary level.

   0 Literary standards are not distinguishable from non-literary standards.
   
   1 Literary reading is stressed about equally with non-literary reading throughout the grades.
   
   3 Literary reading is stressed more than non-literary reading in the ELA class only at lower grade levels.
   
   4 Literary reading is emphasized throughout the grades.
2. The document and the standards indicate that assigned texts should be chosen on the basis of literary quality, cultural and historical significance.

0 The document says little or nothing about literary quality and historical significance.

1 The document expects assigned texts to be chosen on the basis of literary quality and historical significance but offers no criteria for selection, no recommended lists of authors or works, and few or no standards to guide selection based on quality and significance.

3 The document expects assigned texts to be chosen on the basis of literary quality and historical significance and provides some standards and examples to guide selection.

4 The standards clearly require assigned texts to be selected on the basis of literary quality and/or historical significance.

3. The standards promote study of American literature.

0 American literature is not mentioned as such in any way.

1 American literature is mentioned, but no more than that.

3 American literature is mentioned in an inclusive way.

4 American literature is described in an inclusive way and is to be studied in depth from a historical perspective.

C. Organization and Disciplinary Coverage of the Standards

1. They are grouped in categories and subcategories reflecting coherent bodies of scholarship or research in reading and the English language arts.

0 They are mostly grouped in unique or incoherent categories or subcategories (e.g., categories reflect pedagogical strategies).

1 Some categories or subcategories reflect coherent bodies of scholarship or research.

3 Most but not all categories and subcategories reflect coherent bodies of scholarship or research.

4 All categories and subcategories reflect coherent bodies of scholarship or research.

2. The standards clearly address listening and speaking. They include use of various discussion purposes and roles, how to participate in discussion, desirable qualities in formal speaking, and use of established and peer-generated criteria for evaluating formal and informal speech.

0 Standards for listening and speaking are not included.

1 Some of the above areas for coverage are addressed adequately.

3 Most but not all of the above areas are addressed adequately.

4 All of the above areas are adequately covered.
3. The standards clearly address reading to understand and use information through the grades. They include progressive development of reading skills, knowledge and use of a variety of textual features, genres, and reading strategies for academic, occupational, and civic purposes.

- 0 Standards for informational reading are not distinguished as such.
- 1 Some of the above areas for coverage are addressed adequately.
- 3 Most of the above areas for coverage are addressed adequately.
- 4 All of the above areas are adequately covered.

4. The standards clearly seek to develop strong vocabulary knowledge and dictionary skills.

- 0 Vocabulary standards are not in a distinct strand or category for instruction.
- 1 Vocabulary standards emphasize use of context throughout the grades.
- 3 Vocabulary standards highlight specific figures of speech and rhetorical devices but are limited in the categories of words they highlight and stress contextual approaches.
- 4 Vocabulary standards teach dictionary skills, use of glossaries for discipline-specific terms, ways to use context, and all useful categories of phrases, words, or word parts (e.g., foreign words, idioms, proverbs).

5. The standards clearly address the reading, interpretation, and critical evaluation of literature. They include knowledge of diverse literary elements and genres, different kinds of literary responses, and use of a variety of interpretive lenses. They also specify the key authors, works, and literary traditions in American literature and in the literary and civic heritage of English-speaking people that should be studied for their literary quality and cultural significance.

- 0 Standards for literary study are not distinguished as such.
- 1 Some of the above areas for coverage are addressed adequately.
- 3 Most of the above areas for coverage are addressed adequately.
- 4 All of the above areas are adequately covered.

6. The standards clearly address writing for communication and expression. They include use of writing processed, established as well as peer-generated or personal evaluation criteria, and various rhetorical elements, strategies, genres, and modes of organization.

- 0 Standards for writing for communication and expression are not distinguished as such.
- 1 Some of the above areas for coverage are addressed adequately.
- 3 Most of the above areas for coverage are addressed adequately.
- 4 All of the above areas are adequately covered.
7. The standards clearly address oral and written language conventions. They include standard English conventions for sentence structure, spelling, usage, penmanship, capitalization, and punctuation.

0 Standards for oral and written language conventions are not distinguished as such.
1 Some of the above areas for coverage are addressed adequately.
3 Most of the above areas for coverage are addressed adequately.
4 All of the above areas are adequately covered.

8. The standards clearly address the nature, dynamics, and history of the English language. They include the origin of its vocabulary, its structure (grammar), the evolution of its oral and written forms, and the distinction between its oral and written forms today.

0 Standards for this area are not distinguished as such.
1 Some of the above areas for coverage are addressed adequately.
3 Most of the above areas for coverage are addressed adequately.
4 All of the above areas are adequately covered.

9. The standards clearly address research processes, including developing questions and locating, understanding, evaluating, synthesizing, and using various sources of information for reading, writing, and speaking assignments. These sources include dictionaries, thesauruses, other reference materials, observations of empirical phenomena, interviews with informants, and computer databases.

0 Standards for the research processes are not distinguished as such.
1 Some of the above areas for coverage are addressed adequately.
3 Most of the above areas for coverage are addressed adequately.
4 All of the above areas are adequately covered.

D. Quality of the Standards

1. They are clear, specific, and measurable

0 They are vague, filled with jargon, and/or expressed in ways that are not measurable (e.g., use unmeasurable verbs like “explore,” “investigate,” “inquire,” or ask for personal experience).
1 To some extent, clear, specific, teachable, measurable, and reliably rated.
3 For the most part, clear, jargon-free, teachable, and measurable, and reliably rated.
4 Overall, they are clear, jargon-free, teachable, measurable, and reliably rated.
2. They are of increasing intellectual difficulty at each higher educational level and cover all important aspects of learning in the area they address.

   0 For the most part, they show little change in difficulty over the grades, or are frequently repeated for many grades at a time.

   1 Increases in difficulty may sometimes be reflected in the wording of a standard.

   3 Most of the standards show meaningful increases in difficulty over the grades and address the important aspects of learning in the area.

   4 Overall, the standards show educationally appropriate and meaningful increases in difficulty over the grades and cover all important aspects of learning in the area.

3. They index or illustrate growth through the grades for reading by referring to specific reading levels or titles/authors of specific literary or academic works as examples of a reading level, or by spelling out the nature of the intellectual task required by the standard.

   0 The reading standards contain no clue as to reading level other than something like “using texts at the appropriate grade level.”

   1 The reading standards are sometimes accompanied by examples of specific texts or authors.

   3 The reading standards are frequently accompanied by examples of specific texts or authors or spell out more advanced content.

   4 The reading standards are almost always accompanied by examples of specific texts and/or authors, or spell out the advanced content required by the standard.

4. They illustrate growth expected through the grades for writing with reference to examples and rating criteria, in the standards document or in other documents.

   0 The document provides no criteria or samples for the quality of writing at assessed grades.

   1 The document provides criteria or examples for the quality of writing at some but not all assessed grades through high school.

   3 The document provides criteria or examples for the quality of writing at all assessed grades through high school.

   4 The document provides examples and criteria for the quality of writing at all assessed grades, including high school.

5. Their overall contents are sufficiently specific, comprehensive, and demanding to lead to a common core of high academic expectations for all students.

   0 No. They cannot lead to a common core of high academic expectations.

   1 To some extent only.

   3 For the most part.

   4 Yes.
Appendix B

Common Core Standards- English Language Arts
Grade 4
Grade 8
Grades 11 and 12

Georgia Performance Standards- English Language Arts
Grade 4
Grade 8
Grades 12

2001 Massachusetts English Language Arts Curriculum Framework
Grade 4
Grade 8
Grades 11 and 12
Appendix B: Common Core English Language Arts Standards: Grade 4

GRADE-LEVEL LITERATURE STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RL.4.1 Refer to the details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3 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).

Craft and Structure
CCSS.ELA-Literacy.RL.4.4 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., Herculean).
CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCSS.ELA-Literacy.RL.4.6 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
CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
(RL.4.8 not applicable to literature)
CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) 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
CCSS.ELA-Literacy.RL.4.10 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.

GRADE-LEVEL INFORMATIONAL READING STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.4.3 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
CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.RI.4.5 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.
CCSS.ELA-Literacy.RI.4.6 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
CCSS.ELA-Literacy.RI.4.7 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.
CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.RI.4.9 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
CCSS.ELA-Literacy.RI.4.10 By the end of 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.

GRADE-LEVEL READING FUNDAMENTALS STANDARDS

Phonics and Word Recognition
CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency
CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE-LEVEL WRITING STANDARDS

Text Types and Purposes
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.1a 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.
CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.2a 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.
CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing
CCSS.ELA-Literacy.W.4.4 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.)
CCSS.ELA-Literacy.W.4.5 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 here.)
CCSS.ELA-Literacy.W.4.6 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
CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.4.8 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.
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.4.9a 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].”).

CCSS.ELA-Literacy.W.4.9b 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
CCSS.ELA-Literacy.W.4.10 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.

GRADE-LEVEL SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.4.1 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.

CCSS.ELA-Literacy.SL.4.1a 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.

CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1c 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.

CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.4.4 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.

CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.4.6 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 standards 1 here for specific expectations.)
GRADE-LEVEL LANGUAGE STANDARDS

Conventions of Standard English
CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.
CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*

CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.4.2a Use correct capitalization.
CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.*
CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.*
CCSS.ELA-Literacy.L.4.3c 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
CCSS.ELA-Literacy.L.4.4 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.
CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
CCSS.ELA-Literacy.L.4.4c 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.
CCSS.ELA-Literacy.L.4.4d Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Standard 10: Range of Text Types for K-5
Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stories</strong></td>
<td><strong>Dramas</strong></td>
</tr>
<tr>
<td>Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth</td>
<td>Includes staged dialogue and brief familiar scenes</td>
</tr>
</tbody>
</table>

Standard 10: Texts Illustrating the Complexity, Quality, & Range of Student Reading 4–5

<table>
<thead>
<tr>
<th>Literature: Stories, Drama, Poetry</th>
<th>Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts</th>
</tr>
</thead>
</table>

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.
Appendix B: Common Core English Language Arts Standards: Grades 8

GRADE-LEVEL LITERATURE STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3 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
CCSS.ELA-Literacy.RL.8.4 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.
CCSS.ELA-Literacy.RL.8.5 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.
CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the 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
CCSS.ELA-Literacy.RL.8.7 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.
(RL.8.8 not applicable to literature)
CCSS.ELA-Literacy.RL.8.9 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
CCSS.ELA-Literacy.RL.8.10 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.

GRADE-LEVEL INFORMATIONAL READING STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.2 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.
CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Comparison of Georgia’s 2008 ELA Standards and Common Core’s ELA Standards

Craft and Structure
CCSS.ELA-Literacy.RI.8.4 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.
CCSS.ELA-Literacy.RI.8.5 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.
CCSS.ELA-Literacy.RI.8.6 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
CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.RI.8.8 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.
CCSS.ELA-Literacy.RI.8.9 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
CCSS.ELA-Literacy.RI.8.10 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.

GRADE-LEVEL WRITING STANDARDS
Text Types and Purposes
CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence
CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.2a 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.
CCSS.ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2e Establish and maintain a formal style.
### Production and Distribution of Writing

- **CCSS.ELA-Literacy.W.8.4**: 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.)
- **CCSS.ELA-Literacy.W.8.5**: 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 here.)
- **CCSS.ELA-Literacy.W.8.6**: 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

- **CCSS.ELA-Literacy.W.8.7**: 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.
- **CCSS.ELA-Literacy.W.8.8**: 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.
- **CCSS.ELA-Literacy.W.8.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **CCSS.ELA-Literacy.W.8.9a**: 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”).
  - **CCSS.ELA-Literacy.W.8.9b**: 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
CCSS.ELA-Literacy.W.8.10 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.

GRADE-LEVEL SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1a 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.
CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.SL.8.2 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.
CCSS.ELA-Literacy.SL.8.3 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.

Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.8.4 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.
CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy.SL.8.6 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 here for specific expectations.)

GRADE-LEVEL LANGUAGE STANDARDS

Conventions of Standard English
CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CCSS.ELA-Literacy.L.8.1b Form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.*
CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2b Use an ellipsis to indicate an omission.
CCSS.ELA-Literacy.L.8.2c Spell correctly.

Knowledge of Language
CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.3a 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).

Vocabulary Acquisition and Use
CCSS.ELA-Literacy.L.8.4 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.
CCSS.ELA-Literacy.L.8.4a 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.
CCSS.ELA-Literacy.L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy.L.8.4c 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.
CCSS.ELA-Literacy.L.8.4d 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).
CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
CCSS.ELA-Literacy.L.8.5b Use the relationship between particular words to better understand each of the words.
CCSS.ELA-Literacy.L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Standard 10: Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories</td>
<td>Dramas</td>
</tr>
<tr>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
</tr>
</tbody>
</table>

Standard 10: Texts Illustrating the Complexity, Quality, & Range of Student Reading 6-8

<table>
<thead>
<tr>
<th>Literature: Stories, Drama, Poetry</th>
<th>Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>“Letter on Thomas Jefferson” by John Adams (1776)</td>
</tr>
<tr>
<td></td>
<td><em>Narrative of the Life of Frederick Douglass, an American Slave</em> by Frederick Douglass (1845)</td>
</tr>
<tr>
<td></td>
<td>“Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</td>
</tr>
<tr>
<td></td>
<td><em>Harriet Tubman: Conductor on the Underground Railroad</em> by Ann Petry (1955)</td>
</tr>
<tr>
<td></td>
<td><em>Travels with Charley: In Search of America</em> by John Steinbeck (1962)</td>
</tr>
</tbody>
</table>
Appendix B: Common Core English Language Arts Standards: Grades 11/12

GRADE-LEVEL LITERATURE STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RL.11-12.1 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.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 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
CCSS.ELA-Literacy.RL.11-12.4 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.)

CCSS.ELA-Literacy.RL.11-12.5 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.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a 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
CCSS.ELA-Literacy.RL.11-12.7 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 and one play by an American dramatist.)

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.11-12.9 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.

Range of Reading and Level of Text Complexity
CCSS.ELA-Literacy.RL.11-12.10
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, at the high end of the grades 11-CCR text complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
GRADE-LEVEL INFORMATIONAL READING STANDARDS

Key Ideas and Details
CCSS.ELA-Literacy.RI.11-12.1 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.
CCSS.ELA-Literacy.RI.11-12.2 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.
CCSS.ELA-Literacy.RI.11-12.3 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
CCSS.ELA-Literacy.RI.11-12.4 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).
CCSS.ELA-Literacy.RI.11-12.5 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.
CCSS.ELA-Literacy.RI.11-12.6 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
CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RI.11-12.8 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).
CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century 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.

Range of Reading and Level of Text Complexity
CCSS.ELA-Literacy.RI.11-12.10 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 at the high end of the grades 11-CCR text complexity band independently and proficiently.
GRADE-LEVEL WRITING STANDARDS

Text Types and Purposes
CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.1a 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.
CCSS.ELA-Literacy.W.11-12.1b 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.
CCSS.ELA-Literacy.W.11-12.1c 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.
CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.11-12.2 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.
CCSS.ELA-Literacy.W.11-12.2a 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.
CCSS.ELA-Literacy.W.11-12.2b 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.
CCSS.ELA-Literacy.W.11-12.2c 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.
CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.2f 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).
CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.3a 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.
CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.11-12.3c 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).
CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.11-12.3e 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
CCSS.ELA-Literacy.W.11-12.4 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.)
CCSS.ELA-Literacy.W.11-12.5 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 here.)
CCSS.ELA-Literacy.W.11-12.6 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
CCSS.ELA-Literacy.W.11-12.7 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.
CCSS.ELA-Literacy.W.11-12.8 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.
CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.11-12.9a 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”).
CCSS.ELA-Literacy.W.11-12.9b 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
CCSS.ELA-Literacy.W.11-12.10 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.
GRADE-LEVEL SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration
CCSS.ELA-Literacy.SL.11-12.1 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.
CCSS.ELA-Literacy.SL.11-12.1a 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.
CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-Literacy.SL.11-12.1c Propose and respond 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.
CCSS.ELA-Literacy.SL.11-12.1d 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.
CCSS.ELA-Literacy.SL.11-12.2 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.
CCSS.ELA-Literacy.SL.11-12.3 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
CCSS.ELA-Literacy.SL.11-12.4 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 of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5 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.
CCSS.ELA-Literacy.SL.11-12.6 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 here for specific expectations.)

GRADE-LEVEL LANGUAGE STANDARDS

Conventions of Standard English
CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CCSS.ELA-Literacy.L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.2a Observe hyphenation conventions.
CCSS.ELA-Literacy.L.11-12.2b Spell correctly.

Knowledge of Language
CCSS.ELA-Literacy.L.11-12.3 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.
CCSS.ELA-Literacy.L.11-12.3a 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
CCSS.ELA-Literacy.L.11-12.4 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.
CCSS.ELA-Literacy.L.11-12.4a 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.
CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
CCSS.ELA-Literacy.L.11-12.4c 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, its etymology, or its standard usage.
CCSS.ELA-Literacy.L.11-12.4d 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).
CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.11-12.6 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.
Standard 10: Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
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</thead>
<tbody>
<tr>
<td><strong>Stories</strong></td>
<td><strong>Dramas</strong></td>
</tr>
<tr>
<td>Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels</td>
<td>Includes one-act and multi-act plays, both in written form and on film</td>
</tr>
</tbody>
</table>

Standard 10: Texts Illustrating the Complexity, Quality, & Range of Student Reading 11-12

<table>
<thead>
<tr>
<th>11-CCR</th>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Ode on a Grecian Urn” by John Keats (1820)</td>
<td><em>Common Sense</em> by Thomas Paine (1776)</td>
<td></td>
</tr>
<tr>
<td><em>Jane Eyre</em> by Charlotte Brontë (1848)</td>
<td><em>Walden</em> by Henry David Thoreau (1854)</td>
<td></td>
</tr>
<tr>
<td>“Because I Could Not Stop for Death” by Emily Dickinson (1890)</td>
<td>“Society and Solitude” by Ralph Waldo Emerson (1857)</td>
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</tr>
<tr>
<td><em>Their Eyes Were Watching God</em> by Zora Neale Hurston (1937)</td>
<td><em>Black Boy</em> by Richard Wright (1945)</td>
<td></td>
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<tr>
<td><em>A Raisin in the Sun</em> by Lorraine Hansberry (1959)</td>
<td>“Politics and the English Language” by George Orwell (1946)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: 2008 Georgia English Language Arts Standards: Grade 4

GA.ELA4R. Reading

*ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.*

*ELA4R1.1. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:*

ELA4R1.1.a. Relates theme in works of fiction to personal experience.
ELA4R1.1.b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
ELA4R1.1.c. Identifies the speaker of a poem or story.
ELA4R1.1.d. Identifies sensory details and figurative language.
ELA4R1.1.e. Identifies and shows the relevance of foreshadowing clues.
ELA4R1.1.f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
ELA4R1.1.g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
ELA4R1.1.h. Identifies themes and lessons in folktales, tall tales, and fables.
ELA4R1.1.i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

*ELA4R1.2. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:*

ELA4R1.2.a. Locates facts that answer the reader's questions.
ELA4R1.2.b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
ELA4R1.2.c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).
ELA4R1.2.d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).
ELA4R1.2.e. Distinguishes cause from effect in context.
ELA4R1.2.f. Summarizes main ideas and supporting details.
ELA4R1.2.g. Makes perceptive and well-developed connections.
ELA4R1.2.h. Distinguishes fact from opinion or fiction.

*ELA4R2. The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.*

*ELA4R3. The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student*

ELA4R3.a. Reads a variety of texts and incorporates new words into oral and written language.
ELA4R3.b. Determines the meaning of unknown words using their context.
ELA4R3.c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.
ELA4R3.d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.
ELA4R3.e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).
ELA4R3.f. Identifies the meaning of common idioms and figurative phrases.
ELA4R3.g. Identifies playful uses of language (e.g., puns, jokes, palindromes).
ELA4R3.h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.
ELA4R3.i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.

ELA4R4. The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student
ELA4R4.a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
ELA4R4.c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

GA.ELA4W. Writing

ELA4W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
ELA4W1.a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
ELA4W1.b. Writes texts of a length appropriate to address the topic or tell the story.
ELA4W1.c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
ELA4W1.d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA4W2. The student demonstrates competence in a variety of genres.
ELA4W2.1. The student produces a narrative that:
ELA4W2.1.a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
ELA4W2.1.b. Establishes a plot, setting, and conflict, and/or the significance of events.
ELA4W2.1.c. Creates an organizing structure.
ELA4W2.1.d. Includes sensory details and concrete language to develop plot and character.
ELA4W2.1.e. Excludes extraneous details and inconsistencies.
ELA4W2.1.f. Develops complex characters through actions describing the motivation of characters and character conversation.
ELA4W2.1.g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.
ELA4W2.1.h. Provides a sense of closure to the writing.

ELA4W2.2. The student produces informational writing (e.g., report, procedures, correspondence) that:
ELA4W2.2.a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
ELA4W2.2.b. Frames a central question about an issue or situation.
ELA4W2.2.c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
ELA4W2.2.d. Includes appropriate facts and details.
ELA4W2.2.e. Excludes extraneous details and inappropriate information.
ELA4W2.2.f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
ELA4W2.2.g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
ELA4W2.2.h. Provides a sense of closure to the writing.

**ELA4W2.3. The student produces a response to literature that:**
ELA4W2.3.a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
ELA4W2.3.b. Advances a judgment that is interpretive, evaluative, or reflective.
ELA4W2.3.c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
ELA4W2.3.d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).
ELA4W2.3.e. Excludes extraneous details and inappropriate information.
ELA4W2.3.f. Provides a sense of closure to the writing.

**ELA4W2.4. The student produces a persuasive essay that:**
ELA4W2.4.a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
ELA4W2.4.b. States a clear position.
ELA4W2.4.c. Supports a position with relevant evidence.
ELA4W2.4.d. Excludes extraneous details and inappropriate information.
ELA4W2.4.e. Creates an organizing structure appropriate to a specific purpose, audience, and context.
ELA4W2.4.f. Provides a sense of closure to the writing.

**ELA4W3. The student uses research and technology to support writing. The student**
ELA4W3.a. Acknowledges information from sources.
ELA4W3.b. Locates information in reference texts by using organizational features (i.e., prefaces, appendices, index, glossary, and table of contents).
ELA4W3.c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).
ELA4W3.d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).

**ELA4W4. The student consistently uses a writing process to develop, revise, and evaluate writing. The student**
ELA4W4.a. Plans and drafts independently and resourcefully.
ELA4W4.b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
ELA4W4.c. Edits to correct errors in spelling, punctuation, etc.
GA.ELA4C. Conventions

ELA4C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
ELA4C1.a. Recognizes the subject-predicate relationship in sentences.
ELA4C1.b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).
ELA4C1.c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).
ELA4C1.d. Uses and identifies words or word parts from other languages that have been adopted into the English language.
ELA4C1.e. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.
ELA4C1.f. Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
ELA4C1.g. Spells most commonly used homophones correctly (there, they're, their; two, too, to).
ELA4C1.h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).

GA.ELA4LSV. Listening, Speaking, and Viewing

ELA4LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
ELA4LSV1.a. Initiates new topics in addition to responding to adult-initiated topics.
ELA4LSV1.b. Asks relevant questions.
ELA4LSV1.c. Responds to questions with appropriate information.
ELA4LSV1.d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., 'What if...'; 'Very likely...'; 'I'm unsure whether...').
ELA4LSV1.e. Confirms understanding by paraphrasing the adult's directions or suggestions.
ELA4LSV1.f. Displays appropriate turn-taking behaviors.
ELA4LSV1.g. Actively solicits another person's comments or opinions.
ELA4LSV1.h. Offers own opinion forcefully without domineering.
ELA4LSV1.i. Responds appropriately to comments and questions.
ELA4LSV1.j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
ELA4LSV1.k. Gives reasons in support of opinions expressed.
ELA4LSV1.l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

ELA4LSV2. The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
ELA4LSV2.1. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
ELA4LSV2.1.a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
ELA4LSV2.1.b. Evaluates the role of the media in focusing attention and in forming an opinion.
ELA4LSV2.1.c. Judges the extent to which the media provides a source of entertainment as well as a source of information.
ELA4LSV2.2. When delivering or responding to presentations, the student:
ELA4LSV2.2.a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
ELA4LSV2.2.b. Uses notes, multimedia, or other memory aids to structure the presentation.
ELA4LSV2.2.c. Engages the audience with appropriate verbal cues and eye contact.
ELA4LSV2.2.d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.
ELA4LSV2.2.e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
Appendix B: 2008 Georgia English Language Arts Standards: Grade 8

GA.ELA8R. Reading and Literature

ELA8R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA8R1.1. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
ELA8R1.1.a. Identifies the difference between the concepts of theme in a literary work and author's purpose in an expository text.
ELA8R1.1.b. Compares and contrasts genre characteristics from two or more selections of literature.
ELA8R1.1.c. Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).
ELA8R1.1.d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
ELA8R1.1.e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.
ELA8R1.1.f. Evaluates the structural elements of the plot (e.g., subplots, climax), the plot's development, and the way in which conflicts are (or are not) resolved.
ELA8R1.1.g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter); ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).
ELA8R1.1.h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.

ELA8R1.2. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:
ELA8R1.2.a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
ELA8R1.2.b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).
ELA8R1.2.c. Recognizes and traces the development of an author's argument, point of view, or perspective in text.
ELA8R1.2.d. Understands and explains the use of a complex mechanical device by following technical directions.
ELA8R1.2.e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem.

ELA8R2. The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student
ELA8R2.a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.
ELA8R2.b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.
ELA8R2.c. Demonstrates an initial understanding of the history of the English Language.
**ELA8R3.** The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student
ELA8R3.a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
ELA8R3.c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

**ELA8R4.** The student acquires knowledge of Georgia authors and significant text created by them. The student
ELA8R4.a. Identifies a variety of Georgia authors both male and female.
ELA8R4.b. Identifies authors' connections to Georgia through a variety of materials including electronic media.
ELA8R4.c. Identifies award winning Georgia authors.
ELA8R4.d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.
ELA8R4.e. Relates literary works created by Georgia authors to historical settings and or events.
ELA8R4.f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.
ELA8R4.g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.

**GA.ELA8RC. Reading Across the Curriculum**

**ELA8RC1.** The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

**ELA8RC2.** The student participates in discussions related to curricular learning in all subject areas. The student
ELA8RC2.a. Identifies messages and themes from books in all subject areas.
ELA8RC2.b. Responds to a variety of texts in multiple modes of discourse.
ELA8RC2.c. Relates messages and themes from one subject area to those in another area.
ELA8RC2.d. Evaluates the merits of texts in every subject discipline.
ELA8RC2.e. Examines the author's purpose in writing.
ELA8RC2.f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

**ELA8RC3.** The student acquires new vocabulary in each content area and uses it correctly. The student
ELA8RC3.a. Demonstrates an understanding of contextual vocabulary in various subjects.
ELA8RC3.b. Uses content vocabulary in writing and speaking.
ELA8RC3.c. Explores understanding of new words found in subject area texts.
**ELA8RC4.** The student establishes a context for information acquired by reading across subject areas. The student
ELA8RC4.a. Explores life experiences related to subject area content.
ELA8RC4.b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
ELA8RC4.c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

**GA.ELA8W. Writing**

**ELA8W1.** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
ELA8W1.a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
ELA8W1.b. Writes texts of a length appropriate to address the topic or tell the story.
ELA8W1.c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
ELA8W1.d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).
ELA8W1.e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**ELA8W2.** The student demonstrates competence in a variety of genres.

**ELA8W2.1.** The student produces a narrative (fictional, personal, experiential) that:
ELA8W2.1.a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).
ELA8W2.1.b. Creates an organizing structure appropriate to purpose, audience, and context.
ELA8W2.1.c. Relates a clear, coherent incident, event, or situation by using well-chosen details.
ELA8W2.1.d. Reveals the significance of the writer's attitude about the subject.
ELA8W2.1.e. Develops complex major and minor characters using standard methods of characterization.
ELA8W2.1.f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).
ELA8W2.1.g. Excludes extraneous and inappropriate information.
ELA8W2.1.h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).
ELA8W2.1.i. Provides a sense of closure appropriate to the writing.

**ELA8W2.2.** The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:
ELA8W2.2.a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
ELA8W2.2.b. Develops a controlling idea that conveys a perspective on the subject.
ELA8W2.2.c. Creates an organizing structure appropriate to purpose, audience, and context.
ELA8W2.2.d. Develops the topic with supporting details.
ELA8W2.2.e. Excludes extraneous and inappropriate information.
ELA8W2.2.f. Follows an organizational pattern appropriate to the type of composition.
ELA8W2.2.g. Concludes with a detailed summary linked to the purpose of the composition.

**ELA8W2.3. The student produces technical writing (business correspondence, letters of application and letters of recommendation, resumes, abstracts, user guides or manuals, web pages) that:**
ELA8W2.3.a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
ELA8W2.3.b. Excludes extraneous and inappropriate information.
ELA8W2.3.c. Follows an organizational pattern appropriate to the type of composition.
ELA8W2.3.d. Applies rules of Standard English.

**ELA8W2.4. The student produces a response to literature that:**
ELA8W2.4.a. Engages the reader by establishing a context, creating a speaker’s voice, or otherwise developing reader interest.
ELA8W2.4.b. Demonstrates an understanding of the literary work.
ELA8W2.4.c. Supports a judgment through references to the text and personal knowledge.
ELA8W2.4.d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.
ELA8W2.4.e. Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.
ELA8W2.4.f. Produces a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing).
ELA8W2.4.g. Anticipates and answers a reader’s questions.
ELA8W2.4.h. Provides a sense of closure to the writing.

**ELA8W2.5. The student produces a multi-paragraph persuasive essay that:**
ELA8W2.5.a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
ELA8W2.5.b. States a clear position or perspective in support of a proposition or proposal.
ELA8W2.5.c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.
ELA8W2.5.d. Includes appropriate relevant information and arguments.
ELA8W2.5.e. Excludes information and arguments that are irrelevant.
ELA8W2.5.f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.
ELA8W2.5.g. Supports arguments with detailed evidence, citing sources of information as appropriate.
ELA8W2.5.h. Anticipates and addresses reader concerns and counter-arguments.
ELA8W2.5.i. Provides a sense of closure to the writing.

**ELA8W2.6. The student produces a piece of writing drawn from research that:**
ELA8W2.6.a. Poses relevant and tightly drawn questions about the topic.
ELA8W2.6.b. Engages the reader by establishing a context.
ELA8W2.6.c. Conveys clear and accurate perspectives on the subject.
ELA8W2.6.d. States a thesis.
ELA8W2.6.e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.
ELA8W2.6.f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.
ELA8W2.6.g. Organizes and displays information on charts, maps, and graphs.
ELA8W2.6.h. Provides a sense of closure to the writing.
ELA8W2.6.i. Documents resources (bibliography, footnotes, endnotes, etc.).

**ELA8W3. The student uses research and technology to support writing.** The student
ELA8W3.a. Plans and conducts multiple-step information searches by using computer networks and modems.
ELA8W3.b. Achieves an effective balance between researched information and original ideas.
ELA8W3.c. Avoids plagiarism.

**ELA8W4. The student consistently uses the writing process to develop, revise, and evaluate writing.** The student
ELA8W4.a. Plans and drafts independently and resourcefully.
ELA8W4.b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.
ELA8W4.c. Edits writing to improve word choice, grammar, punctuation, etc.

**GA.ELA8C. Conventions**
ELA8C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
ELA8C1.a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.
ELA8C1.b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.
ELA8C1.c. Revises sentences by correcting misplaced and dangling modifiers.
ELA8C1.d. Revises sentences by correcting errors in usage.
ELA8C1.e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).
ELA8C1.f. Analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases).
ELA8C1.g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.

**GA.ELA8LSV. Listening, Speaking, and Viewing**
ELA8LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student
ELA8LSV1.a. Initiates new topics in addition to responding to adult-initiated topics.
ELA8LSV1.b. Asks relevant questions.
ELA8LSV1.c. Responds to questions with appropriate information.
ELA8LSV1.d. Confirms understanding by paraphrasing the adult's directions or suggestions.
ELA8LSV1.e. Displays appropriate turn-taking behaviors.
ELA8LSV1.f. Actively solicits another person's comments or opinions.
ELA8LSV1.g. Offers own opinion forcefully without domineering.
ELA8LSV1.h. Responds appropriately to comments and questions.
ELA8LSV1.i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
ELA8LSV1.j. Gives reasons in support of opinions expressed.
ELA8LSV1.k. Clarifies, illustrates, or expands on a response when asked to do so.
ELA8LSV1.l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
ELA8LSV1.m. Develops a plan of action or agenda for written and/or verbal follow-up.

**ELA8LSV2.** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

- **ELA8LSV2.1.** When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
  - **ELA8LSV2.1.a.** Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.
  - **ELA8LSV2.1.b.** Analyzes oral communication by paraphrasing a speaker's purpose and point of view, and asks relevant questions concerning the speaker's content, delivery, and purpose.

- **ELA8LSV2.2.** When delivering and responding to presentations, the student:
  - **ELA8LSV2.2.a.** Gives oral presentations or dramatic interpretations for various purposes.
  - **ELA8LSV2.2.b.** Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.
  - **ELA8LSV2.2.c.** Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).
  - **ELA8LSV2.2.d.** Uses language for dramatic effect.
  - **ELA8LSV2.2.e.** Uses rubrics as assessment tools.
  - **ELA8LSV2.2.f.** Responds to oral communications with questions, challenges, or affirmations.
  - **ELA8LSV2.2.g.** Uses multimedia for presentations.
Appendix B: 2008 Georgia English Language Arts Standards:  
Grade 12

GA.ELA12W. Writing  

ELA12W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student ELA12W1.a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout. ELA12W1.b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements. ELA12W1.c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs. ELA12W1.d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice. ELA12W1.e. Writes texts of a length appropriate to address the topic or tell the story. ELA12W1.f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). ELA12W1.g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA12W2. The student demonstrates competence in a variety of genres.

ELA12W2.1. The student produces narrative writing that applies polished narrative strategies in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

ELA12W2.2. The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:
ELA12W2.2.a. Engages the interest of the reader.
ELA12W2.2.b. Formulates a coherent thesis or controlling idea.
ELA12W2.2.c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.
ELA12W2.2.d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.
ELA12W2.2.e. Includes a variety of information on relevant perspectives, as applicable.
ELA12W2.2.f. Anticipates and addresses readers' potential misunderstandings, biases, and expectations.
ELA12W2.2.g. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.
ELA12W2.2.h. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.
ELA12W2.2.i. Demonstrates an understanding of the elements of expository discourse (e.g., purpose, speaker, audience, form).
ELA12W2.2.j. Incorporates elements of discourse from other writing genres into exposition.
ELA12W2.2.k. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, analogy, and humor.

Comparison of Georgia's 2008 ELA Standards and Common Core's ELA Standards 55
ELA12W2.2.l. Varies language, point of view, characterization, style, and related elements effectively for different rhetorical and aesthetic purposes.
ELA12W2.2.m. Attains closure (e.g., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

**ELA12W2.3.** The student produces persuasive writing that clearly, logically, and purposefully applies persuasive writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analysis, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.

**ELA12W2.4.** The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.

**ELA12W3.** The student uses research and technology to support writing. The student
ELA12W3.a. Formulates clear research questions and utilizes appropriate research venues (e.g., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
ELA12W3.b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.
ELA12W3.c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
ELA12W3.d. Integrates quotations and citations into a written text while maintaining the flow of ideas.
ELA12W3.e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (such as Modern Language Association Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.).
ELA12W3.f. Uses systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
ELA12W3.g. Integrates databases, graphics, and spreadsheets into word-processed documents.
ELA12W3.h. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.

**ELA12W4.** The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student
ELA12W4.a. Plans and drafts independently and resourcefully.
ELA12W4.b. Revises writing to improve the logic and coherence of the organization and controlling perspective.
ELA12W4.c. Revises writing for specific audiences, purposes, and formality of the contexts.
ELA12W4.d. Revises text to highlight the individual voice and to improve sentence variety and style.
ELA12W4.e. Revises writing to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.
ELA12W4.f. Edits writing to improve word choice, grammar, punctuation, etc.

**GA.ELA12C. Conventions**

**ELA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student**

ELA12C1.a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
ELA12C1.b. Correctly uses clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).
ELA12C1.c. Demonstrates an understanding of sentence construction (e.g., subordination, proper placement of modifiers, parallel structure) and proper English usage (e.g., consistency of verb tense, agreement).

**ELA12C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student**

ELA12C2.a. Produces writing that conforms to appropriate manuscript requirements.
ELA12C2.b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. Produces writing that conforms to appropriate manuscript requirements.
ELA12C2.c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (e.g., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).
ELA12C2.d. Includes formal works cited or bibliography when applicable.

**GA.ELA12LSV. Listening, Speaking, and Viewing**

**ELA12LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**

ELA12LSV1.a. Initiates new topics in addition to responding to adult-initiated topics.
ELA12LSV1.b. Asks relevant questions.
ELA12LSV1.c. Responds to questions with appropriate information.
ELA12LSV1.d. Actively solicits another person's comments or opinion.
ELA12LSV1.e. Offers own opinion forcefully without domineering.
ELA12LSV1.f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
ELA12LSV1.g. Gives reasons in support of opinions expressed.
ELA12LSV1.h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
ELA12LSV1.i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
ELA12LSV1.j. Divides labor so as to achieve the overall group goal efficiently.
*ELA12LSV2.* The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELA12LSV2.1. When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:
- ELA12LSV2.1.a. Identifies and evaluates strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).
- ELA12LSV2.1.b. Analyzes the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- ELA12LSV2.1.c. Identifies and evaluates the effect of media on the production and consumption of personal and societal values.
- ELA12LSV2.1.d. Interprets and evaluates the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- ELA12LSV2.1.e. Critiques a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- ELA12LSV2.1.f. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.

ELA12LSV2.2. When delivering and responding to presentations, the student:
- ELA12LSV2.2.a. Uses rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- ELA12LSV2.2.b. Distinguishes between and uses various forms of classical and contemporary logical arguments, including syllogisms and analogies.
- ELA12LSV2.2.c. Uses ethical and emotional appeals that enhance a specific tone and purpose.
- ELA12LSV2.2.d. Applies appropriate interviewing techniques (e.g., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).

**GA.ELABLRL. British and Commonwealth Literature**

*ELABLRL1.* The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and characteristics) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

**ELABLRL1.1.** The student identifies, analyzes, and applies knowledge of the structures and elements of British and Commonwealth fiction and provides evidence from the text to support understanding; the student:
- ELABLRL1.1.a. Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (e.g., chronological, in medias res, flashback, epistolary narrative, frame narrative) in works of British and Commonwealth fiction from different time periods.
- ELABLRL1.1.b. Identifies and analyzes patterns of imagery or symbolism.
- ELABLRL1.1.c. Relates identified elements in fiction to theme or underlying meaning.
- ELABLRL1.1.d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
ELABLRL1.1.e. Analyzes the influence of mythic, traditional, or classical literature on British and Commonwealth literature.
ELABLRL1.1.f. Traces the development of British fiction through various literary periods (e.g., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)
ELABLRL1.1.g. Traces the history of the development of the novel.

**ELABLRL1.2. The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:**
ELABLRL1.2.a. Analyzes and explains the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays.
ELABLRL1.2.b. Analyzes and evaluates the logic and use of evidence in an author's argument.
ELABLRL1.2.c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

**ELABLRL1.3. The student identifies and analyzes elements of poetry from various periods of British literature and provides evidence from the text to support understanding; the student:**
ELABLRL1.3.a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning: i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance; ii. form: fixed and free, lyric, ballad, sonnet, heroic couplets, elegy, narrative poem, dramatic monologue; iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion.
ELABLRL1.3.b. Analyzes and evaluates the effects of diction and imagery (e.g., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.
ELABLRL1.3.c. Traces the historical development of poetic styles and forms in British literature.

**ELABLRL1.4. The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic British and Commonwealth literature and provides evidence from the text to support understanding; the student:**
ELABLRL1.4.a. Identifies and analyzes types of dramatic literature (e.g., tragedy, comedy, verse play).
ELABLRL1.4.b. Analyzes the characters, structures, and themes of dramatic literature.
ELABLRL1.4.c. Identifies and analyzes dramatic elements, (e.g., monologue, soliloquy, aside, foil, satire, stock characters, dramatic irony).
ELABLRL1.4.d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

**ELABLRL2. The student identifies, analyzes, and applies knowledge of theme in a work of British and/or Commonwealth literature and provides evidence from the work to support understanding. The student**
ELABLRL2.a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
ELABLRL2.b. Evaluates the way an author's choice of words advances the theme or purpose of the work.
ELABLRL2.c. Applies knowledge of the concept that a text can contain more than one theme.
ELABLRL2.d. Analyzes and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (e.g., classism, imperialism) and provides support from the texts for the identified themes.

**ELABLRL3. The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.**

ELABLRL3.1. The student relates a literary work to primary source documents of its literary period or historical setting; the student:
ELABLRL3.1.a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition: i. Empire; ii. Postcolonialism.
ELABLRL3.1.b. Relates a literary work to the characteristics of the literary time period that it represents: i. Anglo-Saxon Period; ii. Medieval Period; iii. Renaissance; iv. 18th Century/Restoration/Neo-Classical Period; v. Romantic Period; vi. Victorian Period; vii. Modern Period; viii. Postmodern Period.

ELABLRL3.2. The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (e.g., heroic elegy, satirical essay, serial novel, etc.).

ELABLRL3.3. The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (e.g., satire, parody, allegory, romance, pastoral) that cross the lines of genre classifications.

**ELABLRL4. The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student**

ELABLRL4.a. Demonstrate awareness of an author’s use of stylistic devices and an appreciation of the effects created.
ELABLRL4.b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.
ELABLRL4.c. Support important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.
ELABLRL4.d. Analyze multiple, relevant historical records of a single event, examine their critical relationships to a literary work, and explain the perceived reason or reasons for the similarities and differences in factual historical records and a literary text from or about the same period.
ELABLRL4.e. Include information from relevant critical perspectives and evaluate the validity and reliability of sources.
ELABLRL4.f. Imitate a variety of literary forms to demonstrate understanding (e.g., sonnet, ballad, satire).
ELABLRL4.g. Include a formal works cited or bibliography when applicable.

**ELABLRL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student**

ELABLRL5.a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
ELABLRL5.b. Uses knowledge of mythology, the Bible, and other works often alluded to in British and Commonwealth literature to understand the meanings of new words.
ELABLRL5.c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.
Comparison of Georgia's 2008 ELA Standards and Common Core’s ELA Standards

GA.ELABLRC. British Literature - Reading Across the Curriculum

ELABLRC1. The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELABLRC2. The student participates in discussions related to curricular learning in all subject areas. The student
ELABLRC2.a. Identifies messages and themes from books in all subject areas.
ELABLRC2.b. Responds to a variety of texts in multiple modes of discourse.
ELABLRC2.c. Relates messages and themes from one subject area to those in another area.
ELABLRC2.d. Evaluates the merits of texts in every subject discipline.
ELABLRC2.e. Examines the author's purpose in writing.
ELABLRC2.f. Recognizes the features of disciplinary texts.

ELABLRC3. The student acquires new vocabulary in each content area and uses it correctly. The student
ELABLRC3.a. Demonstrates an understanding of contextual vocabulary in various subjects.
ELABLRC3.b. Uses content vocabulary in writing and speaking.
ELABLRC3.c. Explores understanding of new words found in subject area texts.

ELABLRC4. The student establishes a context for information acquired by reading across subject areas. The student
ELABLRC4.a. Explores life experiences related to subject area content.
ELABLRC4.b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
ELABLRC4.c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts

GA.ELAALRL. American Literature

ELAALRL1. The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELAALRL1.1. The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding; the student:
ELAALRL1.1.a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (e.g., chronological, in medias res, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods.
ELAALRL1.1.b. Identifies and analyzes patterns of imagery or symbolism.
ELAALRL1.1.c. Relates identified elements in fiction to theme or underlying meaning.
ELAALRL1.1.d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
ELAALRL1.1.e. Analyzes the influence of mythic, traditional, or classical literature on American literature.
ELAALRL1.1.f. Traces the history of the development of American fiction.
**ELAALRL1.2.** \textit{The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:}

ELAALRL1.2.a. Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.

ELAALRL1.2.b. Analyzes and evaluates the logic and use of evidence in an author's argument.

ELAALRL1.2.c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

**ELAALRL1.3.** \textit{The student identifies and analyzes elements of poetry from various periods of American literature and provides evidence from the text to support understanding; the student:}

ELAALRL1.3.a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning: i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance; ii. form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse; iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion.

ELAALRL1.3.b. Analyzes and evaluates the effects of diction and imagery (e.g., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.

ELAALRL1.3.c. Traces the historical development of poetic styles and forms in American literature.

**ELAALRL1.4.** \textit{The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic American literature and provides evidence from the text to support understanding; the student:}

ELAALRL1.4.a. Identifies and analyzes types of dramatic literature (e.g., political drama, modern drama, theatre of the absurd).

ELAALRL1.4.b. Analyzes the characters, structures, and themes of dramatic literature.

ELAALRL1.4.c. Identifies and analyzes dramatic elements, (e.g., stage directions, fourth wall, expressionism, minimalism, dramatic irony).

ELAALRL1.4.d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

**ELAALRL2.** \textit{The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding. The student}

ELAALRL2.a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.

ELAALRL2.b. Evaluates the way an author's choice of words advances the theme or purpose of the work.

ELAALRL2.c. Applies knowledge of the concept that a text can contain more than one theme.

ELAALRL2.d. Analyzes and compares texts that express universal themes characteristic of American literature across time and genre (e.g., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes.
**ELAALRL3.** The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

ELAALRL3.1. The student relates a literary work to primary source documents of its literary period or historical setting; the student:

ELAALRL3.1.a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition: i. Native American literature; ii. Colonial/Revolutionary/National literature.

ELAALRL3.1.b. Relates a literary work to the characteristics of the literary time period that it represents: i. Romanticism/Transcendentalism; ii. Realism; iii. Naturalism; iv. Modernism (including Harlem Renaissance); v. Postmodernism.

ELAALRL3.2. The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (e.g., personal, meditative Colonial writing vs. public, political documents of the Revolutionary era, or replication of traditional European styles [Bradstreet, Taylor] vs. emerging distinctive American style [Dickinson, Whitman] in poetry).

ELAALRL3.3. The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (e.g., satire, parody, allegory) that cross the lines of genre classifications.

**ELAALRL4.** The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student

ELAALRL4.a. Demonstrate awareness of an author's use of stylistic devices and an appreciation of the effects created by the devices.

ELAALRL4.b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.

ELAALRL4.c. Draw comparisons between specific incidents in a text and broader themes that illustrate the writer's important beliefs or generalizations about life.

ELAALRL4.d. Analyze multiple, relevant historical records of a single event and examine their critical relationships to a literary work.

ELAALRL4.e. Include a formal works cited or bibliography when applicable.

**ELAALRL5.** The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

ELAALRL5.a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

ELAALRL5.b. Uses knowledge of mythology, the Bible, and other works often alluded to in American literature to understand the meanings of new words.

ELAALRL5.c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.
Appendix B: 2001 Massachusetts English Language Arts Curriculum Framework: Grade 4

LANGUAGE
1.1: Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, speaking one at a time).
   For example, in literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class.
2.2: Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
   For example, students interview community helpers, using questions the class has generated, and report the results to the class.
3.3: Adapt language to persuade, to explain, or to seek information.
3.4: Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.
   For example, students give a presentation of information they have acquired from a class visit to the Children’s Museum.
3.5: Make informal presentations that have a recognizable organization (sequencing, summarizing).
3.6: Express an opinion of a literary work or film in an organized way, with supporting detail.
3.7: Use teacher-developed assessment criteria to prepare their presentations.
4.9: Identify the meaning of common prefixes (un-, re-, dis-).
4.10: Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.
   For example, students discuss the meaning of the common Greek root, graph, to help them understand the meaning of the words telegraph, photograph, and autograph.
4.11: Identify the meaning of common idioms and figurative phrases.
   For example, students collect and illustrate idioms, such as: “It’s raining cats and dogs”; “It’s only the tip of the iceberg”; and “That happens once in a blue moon.”
4.12: Identify playful uses of language (pun, joke, palindrome).
4.13: Determine the meaning of unknown words using their context.
4.14: Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.
4.15: Determine meanings of words and alternate word choices using a dictionary or thesaurus.
4.16: Identify and apply the meaning of the terms antonym, synonym, and homophone.
5.4: Recognize the subject-predicate relationship in sentences.
5.6: Identify the four basic parts of speech (adjective, noun, verb, adverb).
5.7: Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).
5.8: Identify words or word parts from other languages that have been adopted into the English language.
   For example, students discuss some of the common foods they eat and discover how many of the names come from other languages: pizza, yogurt, spaghetti, sushi, tacos, and bagels. They use a map to locate countries where these words originated.
6.2: Recognize dialect in the conversational voices in American folk tales.
6.3: Identify formal and informal language use in advertisements read, heard, and/or seen.
READING AND LITERATURE

For imaginative/literary texts:

8.11: Identify and show the relevance of foreshadowing clues.
8.12: Identify sensory details and figurative language.
For example, students read The Cricket in Times Square, by George Selden, noticing passages that contain figurative language and sensory details, such as: “And the air was full of the roar of traffic and the hum of human beings. It was as if Times Square were a kind of shell, with colors and noises breaking in great waves inside it.” Then students discuss the effect of the images and draw an illustration that captures their interpretation of one image.
8.13: Identify the speaker of a poem or story.
8.14: Make judgments about setting, characters, and events and support them with evidence from the text.
9.3: Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life.
For example, students read excerpts from a biography of Laura Ingalls Wilder and discuss how she drew upon her personal experiences when she wrote Little House on the Prairie.
10.2: Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.
For example, after reading a variety of materials on bats, students write a class magazine that includes poetry, fiction, and nonfiction articles on the subject.
11.2: Identify themes as lessons in folktales, fables, and Greek myths for children.
For example, students read Aesop fables, folktales from several countries, and Greek myths and discuss the lessons the stories demonstrate.
12.2: Identify and analyze the elements of plot, character, and setting in the stories they read and write.
For example, after reading several adventure tales, students identify elements of the adventure story (leaving home, growing stronger through facing difficulty, returning home), and find individual examples of other adventure stories to present to the class.
14.2: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.
For example, during a study of animals, students read animal poems and songs, such as “Jellicle Cats,” a poem in T. S. Eliot’s Old Possum’s Book of Practical Cats. Students write their own animal poems and recite or sing their own lyrics.
15.2: Identify words appealing to the senses or involving direct comparisons in literature and spoken language.
For example, after reading The Great Yellowstone Fire, by Carole G. Vogel and Kathryn A. Goldner, students discuss examples of an author’s use of vivid verbs that bring an idea to life (“the flames skipped across the treetops”), and use vivid verbs in their own writing.
16.4: Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils).
16.5: Identify the adventures or exploits of a character type in traditional literature.
For example, students listen to and compare trickster tales across cultures such as the Anansi tales from Africa, the Iktomi stories of the Plains Indians, the Br’er Rabbit tales, and the pranks of Til Eulenspiegel.
16.6: Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature (See Appendix A).
17.2: Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.
18.2: Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.
For informational/expository texts:
8.15: Locate facts that answer the reader’s questions.
8.16: Distinguish cause from effect.
8.17: Distinguish fact from opinion or fiction.
8.18: Summarize main ideas and supporting details.
For example, students read Christopher Columbus, by Stephen Krensky. In pairs they summarize important facts about Columbus’s voyage, arrival, search for gold, failure to understand the treasures on the islands, and return to Spain. Then students revise, edit, rewrite, and illustrate their reports and display them in the classroom or library.
13.6: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary).
13.7: Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).
13.8: Identify and use knowledge of common organizational structures (chronological order).
For example, as they study European colonization of America, students examine an annotated map that shows the colonies of Massachusetts, Rhode Island, New York, Pennsylvania, Maryland, Virginia, and North and South Carolina. As a class project, they use the information from the map to construct a timeline showing the names, founding dates, and significant facts about each colony.
13.9: Locate facts that answer the reader’s questions.
13.10: Distinguish cause from effect.
13.11: Distinguish fact from opinion or fiction.
13.12: Summarize main ideas and supporting details.

WRITING
19.9: Write stories that have a beginning, middle, and end and contain details of setting.
19.10: Write short poems that contain simple sense details.
19.11: Write brief summaries of information gathered through research.
For example, students plan a mini-encyclopedia on birds. As a group, they generate a set of questions they want to answer, choose individual birds to research, gather information, compose individual illustrated reports, and organize their reports for a classroom encyclopedia.
19.12: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.
19.13: Write an account based on personal experience that has a clear focus and sufficient supporting detail.
20.2: Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).
23.3: Organize plot events of a story in an order that leads to a climax.
23.4: Organize ideas for a brief response to a reading.
23.5: Organize ideas for an account of personal experience in a way that makes sense.

CONVENTIONS
22.3: Write legibly in cursive, leaving space between letters in a word and between words in a sentence.
22.4: Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
22.5: Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
22.6: Spell most commonly used homophones correctly in their writing (there, they’re, their; two, too, to).

**RESEARCH**
24.2: Identify and apply steps in conducting and reporting research:
- Define the need for information and formulate open-ended research questions. *For example, students read Rudyard Kipling’s account of how the alphabet came to be in the Just So Stories and ask, “Where did our alphabet really come from?”*
- Initiate a plan for searching for information. *The class lists possible sources of information such as books to read, electronic media to read and view, or people to interview.*
- Locate resources. *One group of students goes to the library/media center for books about the invention of writing; another group looks up “alphabet” in a primary encyclopedia CD; and a third group interviews speakers of languages other than English and upper-grade students who are studying Latin, Greek, French, Spanish, or German.*
- Evaluate the relevance of the information. *Having collected information from three sources, students decide which information is most relevant, accurate, and interesting.*
- Interpret, use, and communicate the information. *Students in one group sort information from library books into categories; the members of the second group organize information from the CD; and the members of the third group summarize what they have learned from students and speakers of other languages. The students organize and communicate the results of these different forms of research in a single coherent presentation with documented sources.*
- Evaluate the research project as a whole. *Students determine how accurately and efficiently they answered the question, “Where did our alphabet really come from?”*

**MEDIA**
26.2: Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.
27.2: Create presentations using computer technology. *For example, students make energy conservation pamphlets using elementary-level graphics software and digital photographs.*
*For example, students describe the differences and similarities in the way author E. B. White portrays Stuart Little in print and the way animators portray the character in a filmed version. They discuss the words White uses to describe Stuart and the degree to which the animators’ visualization captures the spirit of the original text. Students discuss the advantages of reading a description and imagining how a character looks, speaks, and moves, and the advantages of viewing a film, where these details have been supplied by the director, animators, or actors.*
Appendix B: 2001 Massachusetts English Language Arts Curriculum Framework: Grade 8

LANGUAGE
1.4: Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).
2.4: Integrate relevant information gathered from group discussions and interviews for reports. For example, as part of a unit on Irish immigration to this country in the 19th century, students generate questions to ask neighbors, family members, or local experts about the topic. They also develop discussion questions to guide their reading of chapters from books treating the topic. Finally they integrate the information into a group report that first details the immigrants’ reasons for migrating to America and the social and economic conditions they faced on arrival, and then traces that progress toward the socioeconomic status many Irish Americans enjoy today.
3.10: Present an organized interpretation of a literary work, film, or dramatic production.
3.11: Use appropriate techniques for oral persuasion.
3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. For example, students modify their original science project, designed to be presented to parents, when they explain it to a third-grade class.
3.13: Create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess their presentations.
4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).
For example, students collect examples of sentences that contain contrast or cause-and-effect clues, such as “Most organisms need oxygen to survive, but many types of bacteria are anaerobic,” (contrast); or, “Because so much of the town was destroyed, rebuilding it will be an arduous task,” (cause and effect). Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) and cause-and-effect clues (because, since, as a result, or therefore).
4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.
For example, while reading about men and women who pioneered in space and under the sea, students come across such words as astronaut and nautical and use their knowledge of Greek and Latin roots and the context to work out the meaning of these words. They then compile a list of words they find in their science materials that are based on other common Greek and Latin roots.
4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.
5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. For example, students research the origins of common nouns (popcorn, denim, bus), as well as the meanings and origin of erudite foreign phrases (sub rosa, caveat emptor, carte blanche), and popularly used foreign phrases (bon appetit, au revoir, numero uno), for the purpose of creating their own etymological dictionary.
6.7: Analyze the language styles of different characters in literary works. For example, students compare selections of dialogue by various characters in Mark Twain’s The Adventures of Tom Sawyer in order to identify and analyze differences in language style.
READING AND LITERATURE

For imaginative/literary texts:
8.23: Use knowledge of genre characteristics to analyze a text.
8.24: Interpret mood and tone, and give supporting evidence in a text.
For example, students read excerpts from A Gathering of Days, by Joan W. Blos, a novel written in diary form of the last year a fourteen-year-old girl lived on the family farm in New Hampshire. Students write in their own journals and then discuss in groups how the difficulties of the year—her best friend's death, for instance—are reflected in the writing's tone, and the extent to which detail in the writing helps the reader to understand and relate to the text.
8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.
9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
For example, students read Irene Hunt’s Across Five Aprils or Stephen Crane’s Red Badge of Courage. In order to understand the historical background of the work, they examine Matthew Brady’s photographs from the Civil War, read excerpts from various soldiers’ diaries and letters, and study Julia Ward Howe’s “Battle Hymn of the Republic” and other Civil War songs. Then they relate what they learn to events, settings, and characters from the book.
10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.
For example, students read Anne Frank’s Diary of a Young Girl and the play based on it. After analyzing the differences between them, students take excerpts from the diary not used in the play, create a scene, and perform it.
11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.
For example, students explore the theme, “Understanding involves putting yourself in someone else’s shoes,” in interviews with adults, in fiction, and in biographies to identify what real and fictional people have experienced, and report their findings to the class.
12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.
For example, students read stories by Edgar Allan Poe such as “The Tell-Tale Heart” and “The Black Cat,” identify characters’ traits and states of mind, and analyze how these characteristics establish the conflict and progression of the plot.
14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:
• sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);
• figurative language (personification, metaphor, simile, hyperbole);
• graphics (capital letters, line length, word position).
For example, students explore ways in which poets use sound effects (as accompaniment) in humorous poems by authors such as Laura Richards, Lewis Carroll, Ogden Nash, or Shel Silverstein; or (as reinforcement of meaning) in serious poems by such writers as Robert Louis Stevenson, Edna St. Vincent Millay, Marianne Moore, or Alfred Noyes. They incorporate these effects in their own poems.
15.5: Identify and analyze imagery and figurative language.
For example, students read or listen to three poems from Stephen Dunning’s anthology, Reflections On a Gift of Watermelon Pickle that employ extended metaphor. They discuss the effect of extended metaphor on the reader or listener and then write their own extended metaphor poems.
15.6: Identify and analyze how an author’s use of words creates tone and mood.
16.9: Identify conventions in epic tales (extended simile, the quest, the hero’s tasks, special weapons or clothing, helpers).
For example, after reading stories about Perseus, Theseus, or Herakles, students create their own hero tale, employing conventions such as interventions of the gods, mythical monsters, or a series of required tasks.
16.10: Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).
17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:
• setting (place, historical period, time of day);
• plot (exposition, conflict, rising action, falling action); and
• characterization (character motivations, actions, thoughts, development).
17.6: Identify and analyze the presentations of setting, character, and plot in texts, plays, and films.
18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment.
For example, pairs of students create biographies for the characters in an open script (one with no stage directions or character descriptions), and improvise appropriate vocal qualities and movement for them. The class analyzes the dramatic interpretations of each pair.

For informational/expository texts:
8.26: Recognize organizational structures and use of arguments for and against an issue.
8.27: Identify evidence used to support an argument.
8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.
13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).
13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).
For example, students read a variety of informational materials (biography, diary, textbook, encyclopedia, magazine article) on a Civil War figure and write a report using an appropriate organizational structure.
13.21: Recognize use of arguments for and against an issue.

WRITING
19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.
19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).
19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.
For example, in preparation for an upcoming election, student candidates and their supporters discuss the most appropriate and appealing methods of presenting their messages. They then write speeches, make posters, design campaign buttons, or compose jingles for targeted audiences. As a group, students discuss how genre and audience work together to support arguments being advanced.

21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.

21.7: Improve word choice by using a variety of references.

23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks).

For example, after reading the short story, “The Bet,” by Anton Chekhov, students use a flashback in their own stories and discuss the effect of this technique.

23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.

23.11: Organize ideas for writing comparison-and-contrast essays.

For example, in writing a comparison between two characters, students consider two forms for organizing their ideas. In the opposing form they describe all the similarities together, write a transition, and then describe all the differences. In the alternating form, they create categories for their information (appearance, character traits, relationships with other characters) and describe both similarities and differences within each category.

23.16: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

RESEARCH

24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:

- differentiate between primary and secondary source materials;
- differentiate between paraphrasing and using direct quotes in a report;
- organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
- document information and quotations and use a consistent format for footnotes or endnotes; and
- use standard bibliographic format to document sources.

For example, students read Charles Dickens’ A Christmas Carol. Grouped into “families” from various strata of Victorian society, they use electronic, Internet, and print resources to gather information about daily life in Victorian England before hosting a period tea party for parents and administrators, imitating the social graces of the period. During the tea, the adults ask students questions about the roles they are playing. Then students organize and write a report presenting and documenting their research.

CONVENTIONS

5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).

5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases.

5.18: Identify simple, compound, and complex sentences.

5.19: Recognize appropriate use of pronoun reference.

5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).
5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.

**MEDIA**

26.4: Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.

For example, students compare how newspapers, radio, television, and Internet news outlets cover the same story, such as the Boston Marathon or a day in a political campaign, analyzing how words, sounds, and still or moving images are used in each medium. For their final project they write about how the medium of communication affects the story conveyed.

27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.

*For example, two groups of students create reports on the United States Supreme Court: one a written report and the other a multimedia presentation. When both groups have presented their reports to the class, classmates evaluate the information they learned from each presentation.*

27.5: Use criteria to assess the effectiveness of media presentations.
Appendix B: 2001 Massachusetts English Language Arts Curriculum Framework: Grades 11-12

LANGUAGE

1.6: Drawing on one of the widely used professional evaluation forms for group discussion, evaluate how well participants engage in discussions at a local meeting. For example, using evaluation guidelines developed by the National Issues Forum, students identify, analyze, and evaluate the rules used in a formal or informal government meeting or on a television news discussion program.

2.6: Analyze differences in responses to focused group discussion in an organized and systematic way. For example, students read and discuss “The Fall of the House of Usher,” by Edgar Allan Poe, as an example of observer narration; “The Prison,” by Bernard Malamud, as an example of single character point of view; and “The Boarding House,” by James Joyce, as an example of multiple character point of view. Students summarize their conclusions about how the authors’ choices regarding literary narrator made a difference in their responses as readers, and present their ideas to the class.

3.17: Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.

3.18: Create an appropriate scoring guide to evaluate final presentations.

4.26: Identify and use correctly new words acquired through study of their different relationships to other words.

4.27: Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed. For example, students each choose a word in a favorite literary passage and examine all the synonyms for it in a thesaurus. They decide if any of the synonyms might be suitable substitutes in terms of meaning and discuss the shades of meaning they perceive. They also speculate about what other considerations the author might have had for the specific choice of word.

5.30: Identify, describe, and apply all conventions of standard English.

5.31: Describe historical changes in conventions for usage and grammar.

5.32: Explain and evaluate the influence of the English language on world literature and world cultures.

5.33: Analyze and explain how the English language has developed and been influenced by other languages.

6.10: Analyze the role and place of standard American English in speech, writing, and literature.

6.11: Analyze how dialect can be a source of negative or positive stereotypes among social groups.

READING AND LITERATURE

For imaginative/literary texts:

8.32: Identify and analyze the point(s) of view in a literary work.

8.33: Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.

9.7: Relate a literary work to the seminal ideas of its time. For example, students read Matthew Arnold’s poem, “Dover Beach.” In order to understand the 19th century controversy over the implications of evolutionary theory, they read letters, essays, and excerpts from the period. Then they use what they have learned to inform their understanding of the poem and write an interpretive essay.
10.6: Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial. 

For example, as they read Joseph Heller’s *Catch 22*, students consider: “Satirists harbor some distaste for the establishment and are most effective only when they present their message subtly. One way to present the savage follies of human beings more subtly is to create a fictional world in which humor, irony, circular logic, and double talk are used to make the disturbing, vulgar, and the gruesome more palatable.” They write essays evaluating the novel as an effective piece of satire based on the criteria in the statement.

11.6: Apply knowledge of the concept that a text can contain more than one theme.

11.7: Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.

For example, students compare Sophocles’ play *Antigone* and Robert Bolt’s play, *Man for All Seasons*, or Mark Twain’s The Adventures of Huckleberry Finn and Rudyard Kipling’s *Kim*, as cross-cultural examples of a similar theme and locate words or passages that support their understanding.

12.6: Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.

For example, students analyze events, point of view, and characterization in Toni Morrison’s *The Bluest Eye* in light of Stanley Crouch’s criticism of her work, and conduct a class debate on the validity of his criticism.

14.6: Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).

For example, students examine poems to explore the relationship between the literal and the figurative in Mark Strand’s “Keeping Things Whole,” Elinor Wylie’s “Sea Lullaby,” Louis MacNeice’s “Prayer Before Birth,” Margaret Walker’s “Lineage,” A.E. Housman’s “To an Athlete Dying Young,” W.H. Auden’s “Unknown Citizen,” Emily Dickinson’s “I Taste a Liquor Never Brewed,” and Percy Bysshe Shelley’s “Ozymandias.” They report their findings to the class, compare observations, and set guidelines for further study.

15.10: Analyze and compare style and language across significant cross-cultural literary works.

For example, students compose essays in which they analyze and compare figurative language in a variety of selections from works such as The Epic of Gilgamesh, The Odyssey, The Hebrew Bible, The New Testament, The Bhagavad-Gita, The Analects of Confucius, and The Koran.

16.12: Analyze the influence of mythic, traditional, or classical literature on later literature and film.

For example, students trace the archetypal theme of “the fall” from the Old Testament as they read Hawthorne’s “Rapaccini’s Daughter,” and excerpts from Milton’s *Paradise Lost* and view the film.

17.8: Identify and analyze types of dramatic literature.

For example, students read a comedy and discuss the elements and techniques the playwright used to create humor.

17.9: Identify and analyze dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony).

For example, students select a soliloquy from Shakespeare’s Macbeth, a monologue from Pirandello’s Six Characters in Search of an Author, or the lines from a chorus in a Greek play such as Euripides’ *The Bacchae*, analyze its purpose and effects in the play, deliver the speech, and discuss their interpretation of it to the class.

18.6: Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play.

For example, students in a humanities class researching World War II read news articles and short stories, and interview family members and friends about their memories of the time period.
After brainstorming ideas for dramatic conflict, they create characters, plot, dialogue, settings, and costume, perform their play for an audience, and participate in a post-performance discussion of the choices they made in their plays.

For informational/expository texts:

8.34: Analyze and evaluate the logic and use of evidence in an author’s argument.
13.27: Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.
For example, students analyze Night Country, by Loren Eiseley, or several essays by Lewis Thomas or Stephen Jay Gould, and then explain and evaluate how these authors choose their language and organize their writing to help the general reader understand the scientific concepts they present.
15.9: Identify, analyze, and evaluate an author’s use of rhetorical devices in persuasive argument.

WRITING

19.28: Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.
19.29: Write poems using a range of forms and techniques.
19.30: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.
For example, students compose an essay for their English and American history classes on de Toqueville’s observations of American life in the 1830s, examining whether his characterization of American society is still applicable today.
20.6: Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.
21.9: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
For example, after rethinking how well they have handled matters of style, meaning, and tone from the perspective of the major rhetorical elements, graduating seniors revise a formal letter to their school committee, detailing how they have benefited from the education they have received in the district and offering suggestions for improving the educational experience of future students.
23.14: Organize ideas for emphasis in a way that suits the purpose of the writer.
For example, students select a method of giving emphasis (most important information first or last, most important idea has the fullest or briefest presentation) when supporting a thesis about characterization in Edwin Arlington Robinson’s narrative poems, “Richard Corey” and “Miniver Cheevy.” Or students use one of five methods (comparison and contrast, illustration, classification, definition, analysis) of organizing their ideas in exposition as determined by the needs of their topic.
23.15: Craft sentences in a way that supports the underlying logic of the ideas.
For example, after writing a critical essay, students examine each sentence to determine whether the placement of phrases or dependent clauses supports the emphasis they desire in the sentence and in the paragraph as a whole.
25.6: Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them.
For example, students design their own criteria to evaluate research projects in English language arts or local history. Before a review panel of students, family, and community experts, students justify these criteria and explain how they have applied them.
22.10: Use all conventions of standard English when writing and editing.
RESEARCH
24.6: Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources. For example, as they study the modern history of Native American groups, students analyze the difference between open-ended research questions and “biased” or “loaded” questions. The answers to open-ended questions are not known in advance (e.g., “How do casinos on tribal land affect the economy of the Native American group owning them and the economy of the region?”). In a “biased” or “loaded” question, on the other hand, the wording of the question suggests a foregone conclusion (e.g., “Why are casinos on tribal lands detrimental to Native Americans and to the economy of the region?”).

MEDIA
26.6: Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them. For example, on computers students go to web sites such as the National Park Service that are visual and nonlinear in nature. They evaluate the effectiveness of the visual design and the accuracy and organization of the text and visual information.
27.8: Create coherent media productions that synthesize information from several sources. For example, students create web pages that demonstrate understanding of the social or political philosophy of several writers of a historical period, a literary movement, or public issue.
EDUCATION
Harvard University Graduate School of Education, Cambridge, Massachusetts
Ed. D., June 1976, in Reading Research and Reading Education
Thesis committee: Jeanne Chall, Israel Scheffler, and Helen Popp
Thesis given a Distinction by all three readers; awarded a prize by the Committee on Degrees

University of Michigan, Ann Arbor, Michigan
B.A. with Distinction; concentration in French Literature
Honors: Phi Beta Kappa, Phi Kappa Phi

PROFESSIONAL EXPERIENCE
2007-2012 Professor of Education Reform, 21st Century Chair in Teacher Quality, Department of Education Reform, University of Arkansas, retired December 31, 2012, awarded emerita status.


1999-2003. Senior Associate Commissioner, Massachusetts Department of Education. In charge of revising state standards in mathematics, science, English/reading, history and the social sciences, technology, and preschool; teacher licensing regulations; and teacher tests in all subjects.

1984-2001. Research Associate, Harvard Graduate School of Education, affiliated with the Philosophy of Education Research Center (PERC), directed by Israel Scheffler.


1996-1998. Senior Research Associate, Boston University School of Education.


GRANTS and SCHOLARSHIPS
December, 2008: Chairman's Grant of $30,000 from National Endowment for the Humanities for national survey of literary study in grades 9, 10, and 11 sponsored by the Association of Literary Scholars, Critics, and Writers.

1999-2007: Yearly grants from the Lincoln and Therese Filene Foundation to the Center for Civic Education, California to direct We the People: The Citizen and the Constitution summer institutes.
1998: contract from the National Aeronautics and Space Administration, in collaboration with a scientist, to produce criteria for NASA to use in evaluating the effectiveness of its education programs.

1986-1999: yearly grants from the Lincoln and Therese Filene Foundation to plan and direct a summer institute on civic education at Harvard Graduate School of Education for 50-70 participants.

1994: grant from the Lynde and Harry Bradley Foundation to examine how K-12 reading and literature programs incorporate multiethnic and multicultural works, for the book *Losing Our Language*.


1985-1986: two grants from the Lincoln and Therese Filene Foundation to complete a book on civic writing.

1977-1980: grant from Chapter 636 Program to develop a writing program for the Trotter School, Boston.

1979: grant from Chapter 636 Program to plan and direct one-week institute on teaching and assessing writing for 70 teachers, administrators, and parents in the Boston Public Schools.

**RECENT PROFESSIONAL AND CIVIC ACTIVITIES**

Member, Professional Development and Governmental Affairs Committees, International Dyslexia Association, 2012-

Evaluator of Quality Enhancement Plan for Troy University, 2010-2011.

Member, Validation Committee for the Common Core State Standards Initiative. 2009-2010.

Member, National Mathematics Advisory Panel, appointed by U.S. Secretary of Education Margaret Spellings. 2006-2008.

Lead Language Arts Consultant for a one-month UNESCO project in Jordan with members of Afghan Ministry of Education to revise secondary school curricula, November/December 2006.

Member, Massachusetts Board of Elementary and Secondary Education, appointed by Governor Mitt Romney, November 2006-July 2010.

Member, Planning Committee for the 2009 National Assessment of Educational Progress Reading Assessments, 2003-2004.


Member, Advisory Board, Center for School Reform, Pioneer Institute, 2005-.

Member, Editorial Advisory Board, Carus Publishing Company, 2004-.

Member, Content Expert Advisory Panel, Educational Resources Information Center (ERIC), 2004-.

*Member, Board of Directors, National Association of Scholars, 1999-.*

**INVITED ORAL AND WRITTEN TESTIMONY**

2003: "How Should American Students Understand their Civic Culture? The Continuing Battle over the 2002 Massachusetts History and Social Science Curriculum Framework." Invited written statement and testimony for a Hearing of the U.S. Senate Education Committee on Health, Education, Labor and Pensions, Senator Judd Gregg,
Chairman, September 24, 2003, on the quality of history books and state history standards and their influence on education.


http://edexcellence.net/ohio/Stotsky2.pdf

2009: "Teacher Licensing Standards, Teacher Quality, and Student Achievement in Urban Schools." Invited written statement submitted to the New Jersey State Advisory Committee to the U.S. Commission on Civil Rights and entered into the Committee’s written record on May 8, 2009.

2009: "How to Develop Internationally Benchmarked Mathematics Standards (as well as Standards for Other Subjects)." Invited written statement and testimony for a Hearing of the Joint Committee on the Public Schools, New Jersey State Legislature, June 3, 2009.


2008-2011. Unofficial consultant to the Minnesota Board of Teaching and several Minnesota legislators on a reading licensure test for prospective elementary teachers. Arranged by Susan Thomson on the Board of Teaching.

2012. "Testimony for a Hearing on Indiana Senate Bill No. 373," a bill to void any action taken by the state board of education to adopt the Common Core standards as the state’s standards." Invited testimony by State Senator Scott Schneider and State Senator Dennis Kruse, January 25, 2012.
http://www.uark.edu/ua/der/People/Stotsky/Stotsky_Testimony_for_Indiana.pdf


2013. Invited testimony for a Hearing on Indiana Senate Bill 193, a bill to void any action taken by the state board of education to adopt the Common Core standards as the state’s standards. Invited testimony by State Senators Scott Schneider and Dennis Kruse. Indianapolis, Indiana, January 16, 2013.

2013. Invited testimony for a Hearing on Kansas House Bill 2289, a bill to prevent the state legislature from paying the implementation costs for Common Core’s standards. Topeka, Kansas, February 14, 2013.


2013. Invited Testimony for a Hearing on Missouri House Bill 616 and Senate Bill 210: Bills to prohibit the Missouri State Board of Education from adopting and implementing Common Core’s Standards and Tests.


PROFESSIONAL AWARDS

1993: F. Andre Favat Award for Distinguished Contributions to the English Language Arts from the Massachusetts Council of Teachers of English at its annual spring conference.

1980: Model Program Award from Chapter 636 evaluators for the writing program I established at the Trotter School, Roxbury, Massachusetts, as part of the Trotter School/Curry College pairing.

1980: Model Program Award from Chapter 636 evaluators for the city-wide writing institute I planned and directed for the Boston Public Schools.

PUBLICATIONS
Books


Monographs


Book Chapters


Academic and pedagogical issues in teaching the Holocaust. (1999). In Carol Danks & Leatrice B. Rabinsky (Eds.), Teaching for a tolerant world: Essays and resources, Grades 9-12. Urbana, IL: National Council of Teachers of English.

From reading to writing: From elementary to graduate students. (1998). In H.T. McCracken & R.L. Larson, with Judith Entes (Eds.), Teaching college English and English education (pp. 163-173). Urbana, IL: NCTE.


**Articles**


To Upgrade K-12, We Need to Do More than Strengthen Teacher Preparation Programs. August 17, 2012. Invited Talk to the Board of Trustees of Indiana University. [http://www.indiana.edu/~trustees/docs/steiner-stotsky-remarks.pdf](http://www.indiana.edu/~trustees/docs/steiner-stotsky-remarks.pdf); Audio recording of Panel discussion: [http://www.broadcast.iu.edu/](http://www.broadcast.iu.edu/)


How Common Core’s reading standards may improve civic literacy in Arkansas, MidSouth Political Science Review, Special Issue, February/March 2012.


What boys are reading: Is the secondary English curriculum contributing to the decline in male reading skills? (January 15, 2009). In L. Sax (Ed.), Gender Differences in Learning and School. [http://www.education.com/reference/article/Ref_What_Boys_Reading/]


Content counts. In a Symposium: To Read or Not To Read: Responses to the New NEA Study. (Spring 2008). Academic Questions, 21 (2), 204-209.


Personal histories. (2007). Prospects (UNESCO IBE), 37 (4), 515-518. [http://www.springerlink.com/content/t17m6231435v/?p=67e9c7ae46ba432b8761ccde67e776a0&pi=0]


When history teachers forget the Founding. (Summer 2004). *Academic Questions*, 17 (2), 21-31.


On learning to write about ideas. (1986). *College Composition and Communication*, October, 37, 276-293.


No more dull reports. (1984). Learning, September, 82-83.

Types of lexical cohesion in expository writing: Implications for developing the vocabulary of academic discourse. (1983). College Composition and Communication, December, 34, 430-446.

Dictation: Building listening, reading, and writing skills together. (1983). The Leaflet, Spring, 82, 6-12.


Toward reassessment of the principles underlying choice of vocabulary and the teaching of word analysis in reading instructional material. (1981). In M. Kamil (Ed.), Directions in Reading: Research and Instruction, Thirtieth Yearbook of the National Reading Conference. Rochester, NY: National Reading Conference.

Reducing the confusion in the teaching of word analysis skills. (1979). Reading World, October, 19 (1), 72-79.


Reviews


Recent Op-Eds, Commentaries, or Invited Blogs

**Why do education schools have such low standards?** (January 24, 2013). *Minding the Campus.*
http://www.mindingthecampus.com/originals/2013/01/why_do_education_schools_have_s.html

Common Core mandates will harm critical thinking. (October 19, 2012). *Minding the Campus short takes.*
http://www.mindingthecampus.com/forum/2012/10/common_core_mandates_will_harm.html


http://nyti.ms/qjQTu6


In Finland, students win when teachers compete. (February 18, 2012). *Heartlander.*
http://news.heartland.org/newspaper-article/2012/02/18/finland-students-win-when-teachers-compete

Competition and choice bring reform, but there's a problem. (February 9, 2012). *Minding the Campus.*
http://www.mindingthecampus.com/forum/2012/02/competition_and_choice_bring_r.html

http://nyti.ms/qjQTu6


A fragmented English curriculum affects college readiness. (October 12, 2010). Invited blog.


http://nyti.ms/qjQTu6


Curricular Materials


Encyclopedia Entries


Miscellaneous


**UNPUBLISHED PAPERS**


*Association of Literary Scholars, Critics, and Writers*

The national debate over the new Common Core’s English language standards, and over whether and how the new standards should be implemented in the schools, is of great importance to educators and the general public. The role of literature and the literary imagination in K-12 education is of particular concern to the AALSCW. The association is here posting a carefully articulated and detailed set of English Language Arts standards prepared by Sandra Stotsky. It will contribute to the national conversation by emphasizing the importance of literary study in the education of the young. http://www.alscw.org/index.htm

*An English Language Arts Curriculum Framework for American Public Schools by Sandra Stotsky*

http://alscw.org/news/?p=524

How to Implement Common Core’s Literacy Standards to Enhance Civic Literacy in Arkansas. Paper presented at the Arkansas Association of Educational Administrators, Little Rock, Arkansas, August 2, 2011

http://www.uaedreform.org/People/Stotsky/AAEA_Presentation_080211.pdf


MAJOR LOCAL AND STATE CIVIC ACTIVITIES

Member of the Massachusetts Board of Education. November 2006 to July 2010.

Founding member of the Brookline Civic Association and member of Steering Committee, February 1988 to 1990. 2005--.


Town Meeting Member, Precinct 12, Town of Brookline, 1984-1994.

Member of Search Committee for Headmaster of Brookline High School, 1993.


Chair of Search Committee for K-12 English Director for Brookline Public Schools, 1978-1979.