

Georgia Standards of Excellence Grade 8 English Language Arts



“Where Young Men Soar to Greater Heights”

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

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FULTON LEADERSHIP ACADEMY 2575 Dodson Drive * East Point, GA 30344

First Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Informational - **8RI1-10**
 - 1 Extended Informational Text
 - 6 Thematically Connected Short Texts
- **Secondary Focus:** Literary - **8RL1-10** ○ 1 Extended Literary Text ○ 6 Thematically Connected Short Texts

Writing Focus: Argumentative

- 4-6 Argumentative analysis essays **8W1,4,5,6,10**
- Research Connection **8W7,8,10**
- 2-3 Short narratives **8W3,4,5,6,10**
- Routine Writing **8W1,2,3,9,10 Language**

(ongoing)

8L1-6:

- Study and apply grammar
- Use and understand both general academic and domain-specific vocabulary

Second Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Literary - **8RL1-10**
 - 1 Extended Literary Text ○ 6 Thematically Connected Short Texts
- **Secondary Focus:** Informational - **8RI1-10** ○ 1 Extended Informational Text
 - 6 Thematically Connected Short Texts

Writing Focus: Informative/Explanatory

- 4-6 Informational/Explanatory – **8W2,4,5,6,10**
- Research Connection **8W7,8,10**
- 2-3 Short narratives **8W3,4,5,6,10**
- Routine Writing **8W1,2,3,9,10**

Speaking and Listening (ongoing)

8SL1-6

- Engage in collaborative discussions
- Present findings
- Evaluate a speaker's claims, rhetoric, and strategy
- Incorporate multimedia components

Third Nine Weeks

Conceptual Framework

Reading

- **Primary Focus:** Informational - **8RI1-10**
 - 1 Extended Informational Text ○ 6 Thematically Connected Short Texts
- **Secondary Focus:** Literary - **8RL1-10** ○ 1 Extended Literary Text ○ 6 Thematically Connected Short Texts

Writing Focus: Informative/Explanatory

- 4-6 Informational/Explanatory – **8W2,4,5,6,10**
 - Research Connection **8W7,8,10**
 - 2-3 Short narratives **8W3,4,5,6,10**
 - Routine Writing **8W1,2,3,9,10 Language**
- #### (ongoing)

8L1-6:

- Study and apply grammar
- Use and understand both general academic and domain-specific vocabulary

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Fourth Nine Weeks

Conceptual Framework

Reading

- **Primary Focus: Literary - 8RL1-10**
 - 1 Extended Literary Text
 - 6 Thematically Connected Short Texts
- **Secondary Focus: Informational - 8RI1-10** ○ 1 Extended Informational Text ○ 6 Thematically Connected Short Texts

Writing Focus: Argumentative

- 4-6 Argumentative analysis essays **8W1,4,5,6,10**
- Research Connection **8W7,8,10**
- 2-3 Short narratives **8W3,4,5,6,10**
- Routine Writing **8W1,2,3,9,10**

Speaking and Listening (ongoing)

8SL1-6

- Engage in collaborative discussions
- Present findings
- Evaluate a speaker's claims, rhetoric, and strategy
- Incorporate multimedia components

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First, Second, Third, and Fourth Nine Weeks

Reading Literary (RL)

Key Ideas and Details

ELAGSE8RL1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8RL2 Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

ELAGSE8RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

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

ELAGSE8RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

ELAGSE8RL6 Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

ELAGSE8RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

ELAGSE8RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Informational (RI)

Key Ideas and Details

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

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

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

Craft and Structure

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

ELAGSE8RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing (W)

Text Types and Purposes

ELAGSE8W1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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Production and Distribution of Writing

ELAGSE8W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

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

ELAGSE8W6 Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELAGSE8W7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ELAGSE8W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ELAGSE8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. 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”).
- b. Apply grade 8 Reading Standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

ELAGSE8W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.

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Speaking and Listening (SL)

Comprehension and Collaboration

ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.

ELAGSE8SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELAGSE8SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

ELAGSE8SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)

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Language (L)

Conventions of Standard English

ELAGSE8L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

ELAGSE8L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

Knowledge of Language

ELAGSE8L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

ELAGSE8L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Additional Resources:

1. <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-8Standards.pdf>
2. <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-8Curriculum-Map.pdf>
3. <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-EightGuidance.pdf>