

**Sixth Grade Language Arts**

**A - Reading: Literature**

- 1) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 2) determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- 3) describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
- 4) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- 5) analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
- 6) explain how an author develops the point of view of the narrator or speaker in a text
- 7) compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch
- 8) compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics
- 9) read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 6

**B - Reading: Informational Text**

- 10) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 11) determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- 12) analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- 13) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- 14) analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas
- 15) determine an author's point of view or purpose in a text and explain how it is conveyed in the text
- 16) integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- 17) trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not
- 18) 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)
- 19) read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 6

**C - Writing**

- 20) write arguments to support claims with clear reasons and relevant evidence
- 21) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- 22) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- 23) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## Proposed Language Arts AKS for 2012-2013

### **C – Writing (*continued*)**

- 24) develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach
- 25) 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 three pages in a single sitting
- 26) conduct short research projects to answer questions, drawing on several sources and refocusing the inquiries when appropriate
- 27) gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
- 28) draw evidence from literary or informational texts, to support analysis, reflection, and research
- 29) 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

### **D - Speaking and Listening**

- 30) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- 31) interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study
- 32) delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not
- 33) present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation
- 34) include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
- 35) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

### **E - Language**

- 36) demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 37) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 38) use knowledge of language and its conventions when writing, speaking, reading, or listening
- 39) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
- 40) demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- 41) 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

## **Seventh Grade Language Arts**

### **A - Reading: Literature**

- 1) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 2) determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- 3) analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)
- 4) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
- 5) analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- 6) analyze how an author develops and contrasts the points of view of different characters or narrators in a text
- 7) 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)
- 8) compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction of different cultures use or alter history
- 9) read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 7

### **B - Reading: Informational Text**

- 10) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 11) determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text
- 12) analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)
- 13) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- 14) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
- 15) determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others
- 16) compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)
- 17) trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
- 18) analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
- 19) read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 7

### **C - Writing**

- 20) write arguments to support claims with clear reasons and relevant evidence
- 21) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- 22) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- 23) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## Proposed Language Arts AKS for 2012-2013

### **C – Writing (*continued*)**

- 24) develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- 25) use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
- 26) conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
- 27) 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
- 28) draw evidence from literary or informational texts to support analysis, reflection, and research
- 29) 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

### **D - Speaking and Listening**

- 30) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly
- 31) analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
- 32) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- 33) present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
- 34) include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- 35) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

### **E - Language**

- 36) demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 37) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 38) use knowledge of language and its conventions when writing, speaking, reading, or listening
- 39) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
- 40) demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- 41) 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

## **Eighth Grade Language Arts**

### **A - Reading: Literature**

- 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
- 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
- 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
- 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
- 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
- 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, humor
- 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
- 8) 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
- 9) read and comprehend literature (e.g., stories, dramas, and poems, including texts by Georgia authors) at the high end of grades 6–8 text complexity band independently and proficiently, by the end of grade 8

### **B - Reading: Informational Text**

- 10) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- 11) 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
- 12) analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
- 13) 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
- 14) 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
- 15) 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
- 16) evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
- 17) 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
- 18) 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
- 19) read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8

### **C - Writing**

- 20) write arguments to support claims with clear reasons and relevant evidence
- 21) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

## Proposed Language Arts AKS for 2012-2013

### **C – Writing (*continued*)**

- 22) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- 23) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- 24) develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- 25) 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
- 26) conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- 27) 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
- 28) draw evidence from literary or informational texts to support analysis, reflection, and research
- 29) 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

### **D - Speaking and Listening**

- 30) 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
- 31) 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
- 32) 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
- 33) 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
- 34) integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- 35) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

### **E - Language**

- 36) demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 37) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 38) use knowledge of language and its conventions when writing, speaking, reading, or listening
- 39) 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
- 40) demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- 41) 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