

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

## EIGHTH GRADE

### Reading and Literature

**The student demonstrates comprehension and shows evidence of a warranted and responsible**

**explanation of a variety of literary and informational texts.**

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

- a. Identifies the difference between the concepts of theme in a literary work and author's purpose in an expository text.
- b. Compares and contrasts genre characteristics from two or more selections of literature.
- c. Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).
- d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.
- 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) addressed and resolved.
- 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).
- h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.

**For informational texts, the student reads and comprehends in order to develop understanding**

**and expertise and produces evidence of reading that:**

- a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
- b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).
- c. Recognizes and traces the development of an author's argument, point of view, or perspective in text.
- d. Understands and explains the use of a complex mechanical device by following technical directions.
- 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.

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

- a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.
- b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.
- c. Demonstrates an initial understanding of the history of the English Language.

**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**

- 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.
- b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

- c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

**The student acquires knowledge of Georgia authors and significant text created by them. The student**

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

### Reading Across the Curriculum

**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.**

**The student participates in discussions related to curricular learning in all subject areas. The student**

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

**The student acquires new vocabulary in each content area and uses it correctly. The student**

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

**The student establishes a context for information acquired by reading across subject areas. The student**

**The student**

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

### WRITING

**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**

- a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

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

#### **The student produces a narrative (fictional, personal, experiential) that:**

- 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).
- b. Creates an organizing structure appropriate to purpose, audience, and context.
- c. Relates a clear, coherent incident, event, or situation by using well-chosen details.
- d. Reveals the significance of the writer's attitude about the subject.
- e. Develops complex major and minor characters using standard methods of characterization.
- 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).
- g. Excludes extraneous and inappropriate information.
- h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).
- i. Provides a sense of closure appropriate to the writing.

#### **The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:**

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on the subject.
- c. Creates an organizing structure appropriate to purpose, audience, and context.
- d. Develops the topic with supporting details.
- e. Excludes extraneous and inappropriate information.
- f. Follows an organizational pattern appropriate to the type of composition.
- g. Concludes with a detailed summary linked to the purpose of the composition.

#### **The student produces technical writing (business correspondence: letters of application and letters of recommendation, résumés, abstracts, user guides or manuals, web pages).**

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

#### **The student produces a response to literature that:**

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

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

h. Provides a sense of closure to the writing.

### **The student produces a multi-paragraph persuasive essay that:**

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

### **The student produces a piece of writing drawn from research that:**

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

### **The student uses research and technology to support writing. The student**

- a. Plans and conducts multiple-step information searches by using computer networks and modems.
- b. Achieves an effective balance between researched information and original ideas.
- c. Avoids plagiarism.

### **The student consistently uses the writing process to develop, revise, and evaluate writing.**

**The**

**student**

- a. Plans and drafts independently and resourcefully.
- b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.
- c. Edits writing to improve word choice, grammar, punctuation, etc.

## **CONVENTIONS**

**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**

- a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.
- b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.
- c. Revises sentences by correcting misplaced and dangling modifiers.
- d. Revises sentences by correcting errors in usage.
- e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

- f. Analyzes the structure of a sentence (basic sentence parts, noun-adjectiveadverb clauses and phrases).
- g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.

### LISTENING/SPEAKING/VIEWING

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

**The student**

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Confirms understanding by paraphrasing the adult's directions or suggestions.
- e. Displays appropriate turn-taking behaviors.
- f. Actively solicits another person's comments or opinions.
- g. Offers own opinion forcefully without domineering.
- h. Responds appropriately to comments and questions.
- i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- j. Gives reasons in support of opinions expressed.
- k. Clarifies, illustrates, or expands on a response when asked to do so.
- 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).
- m. Develops a plan of action or agenda for written and/or verbal follow-up.

**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.**

**When responding to visual and oral texts and media (e.g., television, radio, film productions, and**

**electronic media), the student:**

- 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.
- 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.

**When delivering and responding to presentations, the student:**

- a. Gives oral presentations or dramatic interpretations for various purposes.
- b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.
- c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).
- d. Uses language for dramatic effect.
- e. Uses rubrics as assessment tools.
- f. Responds to oral communications with questions, challenges, or affirmations.
- g. Uses multimedia for presentations.

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

## Eighth Grade Language Arts Curriculum Map

*Concepts listed below reflect the time of year when they are first introduced.*

*Instruction of concepts is on-going all year*

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p align="center"><u>Reading and Literature</u></p>	<p align="center"><u>Reading and Literature</u></p>	<p align="center"><u>Reading and Literature</u></p>	<p align="center"><u>Reading and Literature</u></p>
<p><b>Literary Texts</b></p> <ul style="list-style-type: none"> <li>Identifies the differences between concepts of theme in literary work and author's purpose in expository work</li> <li>Compares and contrasts genre characteristics from two or more selections of literature.</li> <li>Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).</li> <li>Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> <li>Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.</li> <li>Evaluates the structural elements of the plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</li> <li>Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature.</li> <li>Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.</li> </ul>	<p><b>Literary Texts</b></p> <ul style="list-style-type: none"> <li>Identifies the differences between concepts of theme in literary work and author's purpose in expository work</li> <li>Compares and contrasts genre characteristics from two or more selections of literature.</li> <li>Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).</li> <li>Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> <li>Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.</li> <li>Evaluates the structural elements of the plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</li> <li>Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature by sound and figurative language</li> <li>Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.</li> </ul>	<p><b>Literary Texts</b></p> <ul style="list-style-type: none"> <li>Identifies the differences between concepts of theme in literary work and author's purpose in expository work</li> <li>Compares and contrasts genre characteristics from two or more selections of literature.</li> <li>Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).</li> <li>Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> <li>Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.</li> <li>Evaluates the structural elements of the plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</li> <li>Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature by sound and figurative language</li> <li>Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.</li> </ul>	<p><b>Literary Texts</b></p> <ul style="list-style-type: none"> <li>Identifies the differences between concepts of theme in literary work and author's purpose in expository work</li> <li>Compares and contrasts genre characteristics from two or more selections of literature.</li> <li>Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).</li> <li>Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> <li>Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.</li> <li>Evaluates the structural elements of the plot, the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</li> <li>Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature by sound and figurative language</li> <li>Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.</li> </ul>
<p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>Analyzes and evaluates common textual features</li> <li>Applies, analyzes, and evaluates common organizational structures</li> </ul>	<p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>Analyzes and evaluates common textual features</li> <li>Applies, analyzes, and evaluates</li> </ul>	<p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>Analyzes and evaluates common textual features</li> <li>Applies, analyzes, and evaluates</li> </ul>	<p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>Analyzes and evaluates common</li> </ul>

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

<ul style="list-style-type: none"> <li>Recognizes and traces the development of an author's argument, point of view, or perspective in text.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.</li> <li>Determines the meaning of unfamiliar words in content and context specific to reading and writing.</li> <li>Demonstrates an initial understanding of the history of the English Language.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Uses letter-sound knowledge to decode written English and uses a range of cueing systems to determine pronunciation and meaning.</li> <li>Uses self-correction when subsequent reading indicates an earlier miscue.</li> <li>Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</li> </ul> <p><b>Reading Across The Curriculum</b></p> <p><b>Curricular Learning</b></p> <ul style="list-style-type: none"> <li>Identifies messages and themes from books in all subject areas.</li> <li>Responds to a variety of texts in multiple modes of discourse.</li> <li>Relates messages and themes from one subject area to those in another area.</li> <li>Evaluates the merits of texts in every subject discipline.</li> <li>Examines the author's purpose in writing.</li> <li>Recognizes and uses the features of disciplinary texts.</li> <li>Explores life experiences related to subject area content.</li> <li>Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</li> </ul>	<p>common organizational structures</p> <ul style="list-style-type: none"> <li>Recognizes and traces the development of an author's argument, point of view, or perspective in text.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.</li> <li>Determines the meaning of unfamiliar words in content and context specific to reading and writing.</li> <li>Demonstrates an initial understanding of the history of the English Language.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Uses letter-sound knowledge to decode written English and uses a range of cueing systems to determine pronunciation and meaning.</li> <li>Uses self-correction when subsequent reading indicates an earlier miscue.</li> <li>Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</li> </ul> <p><b>Reading Across The Curriculum</b></p> <p><b>Curricular Learning</b></p> <ul style="list-style-type: none"> <li>Identifies messages and themes from books in all subject areas.</li> <li>Responds to a variety of texts in multiple modes of discourse.</li> <li>Relates messages and themes from one subject area to those in another area.</li> <li>Evaluates the merits of texts in every subject discipline.</li> <li>Examines the author's purpose in writing.</li> <li>Recognizes and uses the features of disciplinary texts.</li> <li>Explores life experiences related to subject area content.</li> <li>Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</li> <li>Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</li> </ul>	<p>common organizational structures</p> <ul style="list-style-type: none"> <li>Recognizes and traces the development of an author's argument, point of view, or perspective in text.</li> <li>Uses information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.</li> <li>Determines the meaning of unfamiliar words in content and context specific to reading and writing.</li> <li>Demonstrates an initial understanding of the history of the English Language.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Uses letter-sound knowledge to decode written English and uses a range of cueing systems to determine pronunciation and meaning.</li> <li>Uses self-correction when subsequent reading indicates an earlier miscue.</li> <li>Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</li> </ul> <p><b>Reading Across The Curriculum</b></p> <p><b>Curricular Learning</b></p> <ul style="list-style-type: none"> <li>Identifies messages and themes from books in all subject areas.</li> <li>Responds to a variety of texts in multiple modes of discourse.</li> <li>Relates messages and themes from one subject area to those in another area.</li> <li>Evaluates the merits of texts in every subject discipline.</li> <li>Examines the author's purpose in writing.</li> <li>Recognizes and uses the features of disciplinary texts.</li> <li>Explores life experiences related to subject area content.</li> <li>Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</li> </ul>	<p>textual features</p> <ul style="list-style-type: none"> <li>Applies, analyzes, and evaluates common organizational structures</li> <li>Recognizes and traces the development of an author's argument, point of view, or perspective in text.</li> <li>Uses information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.</li> <li>Determines the meaning of unfamiliar words in content and context specific to reading and writing.</li> <li>Demonstrates an initial understanding of the history of the English Language.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Uses letter-sound knowledge to decode written English and uses a range of cueing systems to determine pronunciation and meaning.</li> <li>Uses self-correction when subsequent reading indicates an earlier miscue.</li> <li>Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</li> </ul> <p><b>Reading Across The Curriculum</b></p> <p><b>Curricular Learning</b></p> <ul style="list-style-type: none"> <li>Identifies messages and themes from books in all subject areas.</li> <li>Responds to a variety of texts in multiple modes of discourse.</li> <li>Relates messages and themes from one subject area to those in another area.</li> <li>Evaluates the merits of texts in every subject discipline.</li> <li>Examines the author's purpose in writing.</li> </ul>
---	---	--	--

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

<ul style="list-style-type: none"> <li>Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Demonstrates an understanding of contextual vocabulary in various subjects.</li> <li>Uses content vocabulary in writing and speaking.</li> <li>Explores understanding of new words found in subject area texts.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Declines pronouns by gender and case, and demonstrates correct usage in sentences.</li> <li>Analyzes and uses simple, compound, complex, and compound-complex sentences</li> <li>Revises sentences by correcting errors in usage.</li> <li>Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> </ul> <p><b>Writing</b></p> <p>The Writing Process</p> <ul style="list-style-type: none"> <li>Plans and drafts independently and resourcefully.</li> <li>Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.</li> <li>Edits writing to improve word choice, grammar, punctuation</li> <li>Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</li> <li>Writes texts of a length appropriate to address the topic or tell the story.</li> <li>Uses traditional structures for</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Demonstrates an understanding of contextual vocabulary in various subjects.</li> <li>Uses content vocabulary in writing and speaking.</li> <li>Explores understanding of new words found in subject area texts.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Declines pronouns by gender and case, and demonstrates correct usage in sentences.</li> <li>Analyzes and uses simple, compound, complex, and compound-complex sentences</li> <li>Revises sentences by correcting Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).errors in usage.</li> <li>Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> <li>Analyzes the structure of a sentence</li> <li>Identifies and writes correctly punctuated adjective and adverb clauses</li> </ul> <p><b>Writing</b></p> <p>The Writing Process</p> <ul style="list-style-type: none"> <li>Plans and drafts independently and resourcefully.</li> <li>Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.</li> <li>Edits writing to improve word choice, grammar, punctuation</li> <li>Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</li> <li>Writes texts of a length appropriate to address the topic or tell the story.</li> </ul>	<ul style="list-style-type: none"> <li>Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Demonstrates an understanding of contextual vocabulary in various subjects.</li> <li>Uses content vocabulary in writing and speaking.</li> <li>Explores understanding of new words found in subject area texts.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Declines pronouns by gender and case, and demonstrates correct usage in sentences.</li> <li>Analyzes and uses simple, compound, complex, and compound-complex sentences</li> <li>Revises sentences by correcting errors in usage.</li> <li>Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> <li>Analyzes the structure of a sentence</li> <li>Identifies and writes correctly punctuated adjective and adverb clauses</li> <li>Demonstrates appropriate comma and semicolon usage</li> </ul> <p><b>Writing</b></p> <p>The Writing Process</p> <ul style="list-style-type: none"> <li>Plans and drafts independently and resourcefully.</li> <li>Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.</li> <li>Edits writing to improve word choice, grammar, punctuation</li> <li>Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience,</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and uses the features of disciplinary texts.</li> <li>Explores life experiences related to subject area content.</li> <li>Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</li> <li>Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Demonstrates an understanding of contextual vocabulary in various subjects.</li> <li>Uses content vocabulary in writing and speaking.</li> <li>Explores understanding of new words found in subject area texts.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>Declines pronouns by gender and case, and demonstrates correct usage in sentences.</li> <li>Analyzes and uses simple, compound, complex, and compound-complex sentences</li> <li>Revises sentences by correcting errors in usage.</li> <li>Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> <li>Analyzes the structure of a sentence</li> <li>Identifies and writes correctly punctuated adjective and adverb clauses</li> <li>Demonstrates appropriate comma and semicolon usage</li> <li>Revises sentences by correcting misplaced and dangling modifiers.</li> </ul> <p><b>Writing</b></p> <p>The Writing Process</p> <ul style="list-style-type: none"> <li>Plans and drafts independently and resourcefully.</li> <li>Revises writing for appropriate</li> </ul>
---	--	--	---

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

<p>conveying information.</p> <ul style="list-style-type: none"> <li>• Uses appropriate structures to ensure coherence</li> <li>• Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</li> </ul> <p><b>Response To Literature</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.</li> <li>• Demonstrates an understanding of the literary work.</li> <li>• Supports a judgment through references to the text and personal knowledge.</li> <li>• Justifies interpretations through sustained use of examples and textual evidence from the literary work.</li> <li>• Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.</li> <li>• Produces a judgment that is interpretive, analytic, evaluative, or reflective</li> <li>• Anticipates and answers a reader's questions.</li> <li>• Provides a sense of closure to the writing.</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Relates a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>• Reveals the significance of the writer's attitude about the subject.</li> <li>• Develops complex major and minor characters using standard methods of characterization.</li> <li>• Includes sensory details and concrete language to develop plot, setting, and</li> </ul>	<ul style="list-style-type: none"> <li>• Uses traditional structures for conveying information.</li> <li>• Uses appropriate structures to ensure coherence</li> <li>• Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</li> </ul> <p><b>Response To Literature</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.</li> <li>• Demonstrates an understanding of the literary work.</li> <li>• Supports a judgment through references to the text and personal knowledge.</li> <li>• Justifies interpretations through sustained use of examples and textual evidence from the literary work.</li> <li>• Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.</li> <li>• Produces a judgment that is interpretive, analytic, evaluative, or reflective</li> <li>• Anticipates and answers a reader's questions.</li> <li>• Provides a sense of closure to the writing.</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Relates a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>• Reveals the significance of the writer's attitude about the subject.</li> <li>• Develops complex major and minor characters using standard methods of characterization.</li> <li>• Includes sensory details and concrete language to develop plot, setting, and character</li> </ul>	<ul style="list-style-type: none"> <li>• length, and format requirements.</li> <li>• Writes texts of a length appropriate to address the topic or tell the story.</li> <li>• Uses traditional structures for conveying information.</li> <li>• Uses appropriate structures to ensure coherence</li> <li>• Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</li> </ul> <p><b>Response To Literature</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.</li> <li>• Demonstrates an understanding of the literary work.</li> <li>• Supports a judgment through references to the text and personal knowledge.</li> <li>• Justifies interpretations through sustained use of examples and textual evidence from the literary work.</li> <li>• Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.</li> <li>• Produces a judgment that is interpretive, analytic, evaluative, or reflective</li> <li>• Anticipates and answers a reader's questions.</li> <li>• Provides a sense of closure to the writing.</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Relates a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>• Reveals the significance of the writer's attitude about the subject.</li> <li>• Develops complex major and minor characters using standard methods of</li> </ul>	<p>organization, consistent point of view, and transitions between paragraphs, passages, and ideas.</p> <ul style="list-style-type: none"> <li>• Edits writing to improve word choice, grammar, punctuation</li> <li>• Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</li> <li>• Writes texts of a length appropriate to address the topic or tell the story.</li> <li>• Uses traditional structures for conveying information.</li> <li>• Uses appropriate structures to ensure coherence</li> <li>• Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</li> </ul> <p><b>Response To Literature</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.</li> <li>• Demonstrates an understanding of the literary work.</li> <li>• Supports a judgment through references to the text and personal knowledge.</li> <li>• Justifies interpretations through sustained use of examples and textual evidence from the literary work.</li> <li>• Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.</li> <li>• Produces a judgment that is interpretive, analytic, evaluative, or reflective</li> <li>• Anticipates and answers a reader's questions.</li> <li>• Provides a sense of closure to the writing.</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story</li> </ul>
--	--	--	---

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

<ul style="list-style-type: none"> <li>• character</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Uses a range of strategies</li> <li>• Provides a sense of closure appropriate to the writing.</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Initiates new topics in addition to responding to adult-initiated topics.</li> <li>• Asks relevant questions.</li> <li>• Responds to questions with appropriate information.</li> <li>• Confirms understanding by paraphrasing the adult's directions or suggestions.</li> <li>• Displays appropriate turn-taking behaviors.</li> <li>• Actively solicits another person's comments or opinions.</li> <li>• Offers own opinion forcefully without domineering.</li> <li>• Responds appropriately to comments and questions.</li> <li>• Volunteers contributions and responds when directly solicited by teacher or discussion leader.</li> <li>• Gives reasons in support of opinions expressed.</li> <li>• Clarifies, illustrates, or expands on a response when asked to do so.</li> <li>• Employs a group decision-making technique such as brainstorming or a problem-solving sequence</li> <li>• Develops a plan of action or agenda for written and/or verbal follow-up.</li> <li>• Interprets and evaluates the various ways in which visual image makers communicate information and affect impressions and opinions.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Excludes extraneous and inappropriate information.</li> <li>• Uses a range of strategies</li> <li>• Provides a sense of closure appropriate to the writing.</li> </ul> <p><b>Expository</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> <li>• Develops a controlling idea that conveys a perspective on the subject.</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Develops the topic with supporting details.</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Follows an organizational pattern appropriate to the type of composition.</li> <li>• Concludes with a detailed summary linked to the purpose of the composition.</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Initiates new topics in addition to responding to adult-initiated topics.</li> <li>• Asks relevant questions.</li> <li>• Responds to questions with appropriate information.</li> <li>• Confirms understanding by paraphrasing the adult's directions or suggestions.</li> <li>• Displays appropriate turn-taking behaviors.</li> <li>• Actively solicits another person's comments or opinions.</li> <li>• Offers own opinion forcefully without domineering.</li> <li>• Responds appropriately to comments and questions.</li> <li>• Volunteers contributions and responds when directly solicited by teacher or discussion leader.</li> <li>• Gives reasons in support of opinions</li> </ul>	<ul style="list-style-type: none"> <li>• characterization.</li> <li>• Includes sensory details and concrete language to develop plot, setting, and character</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Uses a range of strategies</li> <li>• Provides a sense of closure appropriate to the writing.</li> </ul> <p><b>Expository</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> <li>• Develops a controlling idea that conveys a perspective on the subject.</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Develops the topic with supporting details.</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Follows an organizational pattern appropriate to the type of composition.</li> <li>• Concludes with a detailed summary linked to the purpose of the composition.</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Creates or follows an organizing structure appropriate to purpose, audience, and context.</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Follows an organizational pattern appropriate to the type of composition.</li> <li>• Applies rules of Standard English.</li> </ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"> <li>• Initiates new topics in addition to responding to adult-initiated topics.</li> <li>• Asks relevant questions.</li> <li>• Responds to questions with appropriate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Relates a clear, coherent incident, event, or situation by using well-chosen details.</li> <li>• Reveals the significance of the writer's attitude about the subject.</li> <li>• Develops complex major and minor characters using standard methods of characterization.</li> <li>• Includes sensory details and concrete language to develop plot, setting, and character</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Uses a range of strategies</li> <li>• Provides a sense of closure appropriate to the writing.</li> </ul> <p><b>Expository</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> <li>• Develops a controlling idea that conveys a perspective on the subject.</li> <li>• Creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• Develops the topic with supporting details.</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Follows an organizational pattern appropriate to the type of composition.</li> <li>• Concludes with a detailed summary linked to the purpose of the composition.</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Creates or follows an organizing structure appropriate to purpose, audience, and context.</li> <li>• Excludes extraneous and inappropriate information.</li> <li>• Follows an organizational pattern</li> </ul>
--	--	---	--

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

	<p>expressed.</p> <ul style="list-style-type: none"> <li>• Clarifies, illustrates, or expands on a response when asked to do so.</li> <li>• Employs a group decision-making technique such as brainstorming or a problem-solving sequence</li> <li>• Develops a plan of action or agenda for written and/or verbal follow-up.</li> <li>• Interprets and evaluates the various ways in which visual image makers communicate information and affect impressions and opinions.</li> <li>• 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.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Gives oral presentations or dramatic interpretations for various purposes. Organizes information to achieve particular purposes and to appeal to the background and interests of the audience.</li> <li>• Shows appropriate changes in delivery</li> <li>• Uses language for dramatic effect.</li> <li>• Uses rubrics as assessment tools.</li> <li>• Responds to oral communications with questions, challenges, or affirmations.</li> <li>• Uses multimedia for presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirms understanding by paraphrasing the adult's directions or suggestions.</li> <li>• Displays appropriate turn-taking behaviors.</li> <li>• Actively solicits another person's comments or opinions.</li> <li>• Offers own opinion forcefully without domineering.</li> <li>• Responds appropriately to comments and questions.</li> <li>• Volunteers contributions and responds when directly solicited by teacher or discussion leader.</li> <li>• Gives reasons in support of opinions expressed.</li> <li>• Clarifies, illustrates, or expands on a response when asked to do so.</li> <li>• Employs a group decision-making technique such as brainstorming or a problem-solving sequence</li> <li>• Develops a plan of action or agenda for written and/or verbal follow-up.</li> <li>• Interprets and evaluates the various ways in which visual image makers communicate information and affect impressions and opinions.</li> <li>• 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.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Gives oral presentations or dramatic interpretations for various purposes. Organizes information to achieve particular purposes and to appeal to the background and interests of the audience.</li> <li>• Shows appropriate changes in delivery</li> <li>• Uses language for dramatic effect.</li> <li>• Uses rubrics as assessment tools.</li> <li>• Responds to oral communications with questions, challenges, or affirmations.</li> <li>• Uses multimedia for presentations.</li> </ul>	<p>appropriate to the type of composition.</p> <ul style="list-style-type: none"> <li>• Applies rules of Standard English.</li> </ul> <p><b>Persuasive</b></p> <ul style="list-style-type: none"> <li>• Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> <li>• States a clear position or perspective in support of a proposition or proposal.</li> <li>• Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.</li> <li>• Includes appropriate relevant information and arguments.</li> <li>• Excludes information and arguments that are irrelevant.</li> <li>• Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.</li> <li>• Supports arguments with detailed evidence, citing sources of information as appropriate.</li> <li>• Anticipates and addresses reader concerns and counter-arguments.</li> <li>• Provides a sense of closure to the writing.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Poses relevant and tightly drawn questions about the topic.</li> <li>• Engages the reader by establishing a context.</li> <li>• Conveys clear and accurate perspectives on the subject.</li> <li>• States a thesis.</li> <li>• Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.</li> <li>• Uses a variety of primary and secondary sources and distinguishes</li> </ul>
--	---	---	--

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

			<p>the nature and value of each.</p> <ul style="list-style-type: none"><li>• Organizes and displays information on charts, maps, and graphs.</li><li>• Provides a sense of closure to the writing.</li><li>• Documents resources (bibliography, footnotes, endnotes, etc.).</li><li>• Plans and conducts multiple-step information searches by using computer networks and modems.</li><li>• Achieves an effective balance between researched information and original ideas.</li><li>• Avoids plagiarism.</li></ul> <p><b>Listening/Speaking/Viewing</b></p> <ul style="list-style-type: none"><li>• Initiates new topics in addition to responding to adult-initiated topics.</li><li>• Asks relevant questions.</li><li>• Responds to questions with appropriate information.</li><li>• Confirms understanding by paraphrasing the adult's directions or suggestions.</li><li>• Displays appropriate turn-taking behaviors.</li><li>• Actively solicits another person's comments or opinions.</li><li>• Offers own opinion forcefully without domineering.</li><li>• Responds appropriately to comments and questions.</li><li>• Volunteers contributions and responds when directly solicited by teacher or discussion leader.</li><li>• Gives reasons in support of opinions expressed.</li><li>• Clarifies, illustrates, or expands on a response when asked to do so.</li><li>• Employs a group decision-making technique such as brainstorming or a problem-solving sequence</li><li>• Develops a plan of action or agenda for written and/or verbal follow-up.</li><li>• Interprets and evaluates the various ways in which visual image makers communicate information and affect impressions and opinions.</li><li>• Analyzes oral communication by</li></ul>
--	--	--	---

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

			paraphrasing a speaker's purpose and point of view, and asks relevant questions concerning the speaker's content, delivery, and purpose.
--	--	--	--

DRAFT