

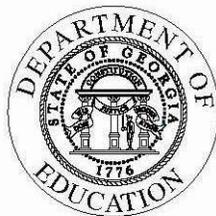


# **CRCT Content Descriptions**

**Based on the State-Mandated Content Standards**

## **English Language Arts (ELA)**

**Grades 3–8**



***Dr. John D. Barge, State School Superintendent***

**Updated August 2013**

**Criterion-Referenced Competency Tests (CRCT)**

## **Content Descriptions English Language Arts (ELA)**

Georgia law, as amended by the A+ Education Reform Act of 2000, requires that all students in grades one through eight take the CRCT in the content areas of Reading, English/Language Arts, and Mathematics. Students in grades three through eight are also assessed in Science and Social Studies. The CRCT are administered in the late spring of each year. These tests are designed to measure student achievement of the state-mandated content standards for Reading, English/Language Arts, Mathematics, Science, and Social Studies.

*Implementation of the CRCT program is subject to appropriation by the General Assembly. Due to budget constraints, the CRCT will not be administered in grades one and two in spring 2014.*

### **Program Purpose**

The CRCT are designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the state-mandated content standards. The assessment program serves as a measure of the quality of education in the state. Reports yielding information on academic achievement at the student, class, school, system, and state levels are produced annually

In accordance with Georgia law and State Board rule, CRCT in specified grades and subjects are used for promotion criteria. Third grade students are required to show proficiency on the Reading CRCT in order to be considered for promotion to the next grade level. Fifth grade and eighth grade students are required to show proficiency on both the Reading and Mathematics CRCT in order to be promoted to the next grade level. Students who do not achieve proficiency must be offered remediation and a retest.

### **CRCT Content Descriptions**

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content coverage of the CRCT. Only the knowledge, concepts, and skills reflected in the state-mandated content standards will be assessed on the CRCT. Committees of Georgia educators reviewed the standards and provided guidance for the assessment program.

It is important to note that some standards are better suited for classroom or individual assessment rather than large-scale paper-pencil assessment. While those standards designed for classroom/individual assessment are not included in the CRCT Content Descriptions, the knowledge, concepts, and skills outlined are often required for the mastery of the standards that are assessed. Therefore, the CRCT Content Descriptions are in *no way* intended to substitute for the state-mandated content standards; they are provided to help educators better understand how the standards will be assessed. Further, the CRCT Content Descriptions *by no means* suggest *when* concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach the standards set forth in the state-mandated content standards. The state-mandated content standards are located at: <http://www.georgiastandards.org>.

## **English/Language Arts Content Domains**

To provide reliable measures as well as structure to the assessment program, the state-mandated content standards are grouped into content domains. Each domain is comprised of standards with similar content characteristics. The domains for English/Language Arts are:

Grades 3–8

Grammar/Sentence Construction

Research/Writing Process

## **Using the English/Language Arts CRCT Content Descriptions**

The English Language Arts CRCT Content Descriptions provide information about the content and skills assessed by the CRCT. The documents are organized by grade and content domain. The standards assessed in each domain are provided, as are the related concepts, skills, and abilities assessed. The state-mandated content standards are conceptual in nature, requiring instruction to be integrated; the concepts, knowledge, skills, and abilities described in this document should not be viewed as discrete or taught in isolation. Deep understanding by students, resulting in higher achievement, is best achieved when all the content standards are taught in an integrated, conceptual fashion.

## English/Language Arts

Grade: 3

Domain: Grammar/Sentence Construction

### Domain Description

Grammar and Sentence Construction refers to a student's skill in forming, using, and explaining various structures in Standard English grammar and usage. This domain also references a student's control over language conventions governing capitalization, commas, possessives, and spelling. Finally, the domain refers to a student's command over word choice in varied communication contexts and purposes. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills, which are subject to assessment, are indicated with the word "YES" in the table of Language Progressive Skills found on page 25 in this document.

### Standards Associated with Domain

ELACC3.L.1

ELACC3.L.3

ELACC3.L.2

### Associated Concepts, Skills, and Abilities

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - Form and use regular and irregular plural nouns.
  - Use abstract nouns (e.g., *childhood*).
  - Form and use regular and irregular verbs.
  - Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - Ensure subject-verb and pronoun-antecedent agreement.
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - Use coordinating and subordinating conjunctions.
  - Identify and use the eight basic parts of speech and demonstrate that words can be different parts of speech within a sentence.
  - Produce simple, compound, and complex sentences.

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words, and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases for effect.

## English/Language Arts

Grade: 3

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to a student's skill in using and analyzing the purpose of research and technology; using resources to support the writing process; and evaluating the various strategies, styles, and purposes of written organization including opinion pieces, informative/explanatory texts, and narratives.

### Standards Associated with Domain

ELACC3.W.1

ELACC3.W.2

ELACC3.W.3

ELACC3.W.7

ELACC3.W.8

### Associated Concepts, Skills, and Abilities

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## English/Language Arts

Grade: 4

Domain: Grammar/Sentence Construction

### Domain Description

Grammar and Sentence Construction refers to a student's skill in forming, using, and explaining various structures in Standard English grammar and usage. This domain also refers to a student's control over language conventions governing capitalization, commas, quotation marks, and spelling. This domain also refers to a student's skill in identifying and analyzing sentence patterns, including problematic structures such as sentence fragments and run-ons. Finally, the domain refers to a student's command over precise word choice to convey ideas and identify contexts that require formal English. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills, which are subject to assessment, are indicated with the word "YES" in the table of Language Progressive Skills found on page 25 in this document.

### Standards Associated with Domain

ELACC4.L.1

ELACC4.L.3

ELACC4.L.2

### Associated Concepts, Skills, and Abilities

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects.
  - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - Form and use prepositional phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Correctly use frequently confused words (e.g., *to, too, two; there and their*).
  - Use and identify the eight parts of speech (i.e., noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection).

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases to convey ideas precisely.
  - Choose punctuation for effect.
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations in which informal discourse is appropriate (e.g., small-group discussion).

## English/Language Arts

Grade: 4

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to a student's skill in using and analyzing the purpose of research and technology, using resources to support the writing process, and evaluating the various strategies, styles, and purposes of written organization including opinion pieces, informative/explanatory texts, and narratives.

### Standards Associated with Domain

ELACC4.W.1

ELACC4.W.4

ELACC4.W.2

ELACC4.W.7

ELACC4.W.3

ELACC4.W.8

### Associated Concepts, Skills, and Abilities

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - Provide reasons that are supported by facts and details.
  - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
  - Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information precisely.
  - Introduce a topic clearly and group related information into paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and description to develop experiences and events or show the responses of characters.
  - Use a variety of transitional words and phrases to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## English/Language Arts

Grade: 5

Domain: Grammar/Sentence Construction

### Domain Description

Grammar and Sentence Construction refers to a student's skill in forming, using, and explaining various structures in Standard English grammar and usage. This domain also refers to a student's control over language conventions governing commas, quotation marks, the correct and consistent use of verb tense, and spelling. Finally, the domain refers to a student's command over revising sentences for meaning, audience, and purpose. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills, which are subject to assessment, are indicated with the word "YES" in the table of Language Progressive Skills found on page 25 in this document.

### Standards Associated with Domain

ELACC5.L.1

ELACC5.L.3

ELACC5.L.2

### Associated Concepts, Skills, and Abilities

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.
  - Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.
  - Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
  - Use and identify the eight parts of speech (i.e., noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection).
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation to separate items in a series.
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

## English/Language Arts

Grade: 5

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to a student's skill in using and analyzing the purpose of research and technology; using resources to support the writing process; and evaluating the various strategies, styles, and purposes of written organization including opinion pieces, informative/explanatory texts, and narratives.

### Standards Associated with Domain

ELACC5.W.1

ELACC5.W.2

ELACC5.W.3

ELACC5.W.4

ELACC5.W.7

ELACC5.W.8

### Associated Concepts, Skills, and Abilities

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

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## English/Language Arts

Grade: 6

Domain: Grammar/Sentence Construction

### Domain Description

Grammar and Sentence Construction refers to a student's skill in forming, using, and explaining various structures in Standard English grammar and usage. This domain also refers to a student's control over language conventions governing commas, parentheses, and spelling. Finally, the domain refers to a student's command over various sentence patterns and the use of appropriate style and tone. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills, which are subject to assessment, are indicated with the word "YES" in the table of Language Progressive Skills found on page 25 in this document.

### Standards Associated with Domain

ELACC6.L.1

ELACC6.L.3

ELACC6.L.2

### Associated Concepts, Skills, and Abilities

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Ensure that pronouns are in the proper case (subjective, objective, or possessive).
  - Use intensive pronouns (e.g., *myself*, *ourselves*).
  - Recognize and correct inappropriate shifts in pronoun number and person.
  - Recognize and correct vague pronouns (i.e., pronouns with unclear or ambiguous antecedents).
  - Recognize variations from Standard English in their own and others' writing and speaking; identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Vary sentence patterns for meaning, reader/listener interest, and style.
  - Maintain consistency in style and tone.

## English/Language Arts

Grade: 6

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to a student's skill in analyzing the purpose of research and technology, using resources to gather information and support the writing process, and evaluating the various strategies, styles, and purposes of written organization including argumentative pieces, informative/explanatory texts, and narratives.

### Standards Associated with Domain

ELACC6.W.1

ELACC6.W.4

ELACC6.W.2

ELACC6.W.7

ELACC6.W.3

ELACC6.W.8

### Associated Concepts, Skills, and Abilities

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s) and organize the reasons and evidence clearly.
  - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to clarify the relationships among a claim(s) and reasons.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from the information or explanation presented.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.

## English/Language Arts

Grade: 7

Domain: Grammar/Sentence Construction

### Domain Description

Grammar and Sentence Construction refers to a student's skill in forming, using, and explaining various structures in Standard English grammar and usage. This domain also refers to a student's control over language conventions governing commas and spelling. Finally, the domain refers to a student's command over various sentence patterns and their ability to express ideas precisely and concisely. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills, which are subject to assessment, are indicated with the word "YES" in the table of Language Progressive Skills found on page 25 in this document.

### Standards Associated with Domain

ELACC7.L.1

ELACC7.L.3

ELACC7.L.2

### Associated Concepts, Skills, and Abilities

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Explain the function of phrases and clauses in general and their functions in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within sentences, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## English/Language Arts

Grade: 7

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to a student's skill in analyzing the purpose of research and technology, using resources to gather information and support the writing process, and evaluating the various strategies, styles, and purposes of written organization including argumentative pieces, informative/explanatory texts, and narratives.

### Standards Associated with Domain

ELACC7.W.1

ELACC7.W.4

ELACC7.W.2

ELACC7.W.7

ELACC7.W.3

ELACC7.W.8

### Associated Concepts, Skills, and Abilities

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

- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.

## **English/Language Arts**

**Grade: 8**

**Domain: Grammar/Sentence Construction**

### **Domain Description**

Grammar and Sentence Construction refers to a student's skill in forming, using, and explaining various structures in Standard English grammar and usage. This domain also refers to a student's control over language conventions governing commas, ellipses, dashes, and spelling. Finally, the domain refers to a student's command over various sentence patterns and their ability to recognize and maintain appropriate voice and mood. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. These skills, which are subject to assessment, are indicated with the word "YES" in the table of Language Progressive Skills found on page 25 in this document.

### **Standards Associated with Domain**

ELACC8.L.1

ELACC8.L.3

ELACC8.L.2

### **Associated Concepts, Skills, and Abilities**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - Form and use verbs in the active and passive voice.
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - 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).

## English/Language Arts

Grade: 8

Domain: Research/Writing Process

### Domain Description

Research and Writing Process refers to a student's skill in analyzing the purpose of research and technology, using resources to gather information and support the writing process, and evaluating the various strategies, styles, and purposes of written organization including argumentative pieces, informative/explanatory texts, and narratives.

### Standards Associated with Domain

ELACC8.W.1

ELACC8.W.2

ELACC8.W.3

ELACC8.W.4

ELACC8.W.7

ELACC8.W.8

### Associated Concepts, Skills, and Abilities

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s); acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support a claim(s) with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or

explanation presented.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.

## Language Progressive Skills, by Grade

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, there are identified skills and understandings in Language standards 1–3 that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. The following skills, which are subject to assessment, are indicated with the word “YES” in the table below.

Standard	Grade(s)					
	3	4	5	6	7	8
L.3.1f. Ensure subject-verb and pronoun antecedent agreement.	YES	YES	YES	YES	YES	YES
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	YES	YES	YES	YES	YES	YES
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).		YES	YES	YES	YES	YES
L.4.3a. Choose words and phrases to convey ideas precisely.		YES	YES	YES		
L.4.3b. Choose punctuation for effect.		YES	YES	YES	YES	YES
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			YES	YES	YES	YES
L.5.2a. Use punctuation to separate items in a series.			YES	YES	YES	YES
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				YES	YES	YES
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				YES	YES	YES
L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.				YES	YES	YES
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				YES	YES	YES
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.				YES	YES	YES
L.6.3b. Maintain consistency in style and tone.				YES	YES	YES
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					YES	YES
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					YES	YES
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						YES