Main Criteria: Ancient History-Based Writing Lessons

Secondary Criteria: Georgia Standards of Excellence

Subject: Language Arts

Grades: 6, 7, 8

Ancient History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.3.**	**Argumentative Techniques – Analyze and apply argumentative techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.

EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
EXPECTATION	K-12.P.CP.2.c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.3.**	**Argumentative Techniques – Analyze and apply argumentative techniques.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
EXPECTATION	K-12.P.CP.2.c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.3.**	**Argumentative Techniques – Analyze and apply argumentative techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.3.c.	Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.

EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.
EXPECTATION	K-12.P.CP.2.c.	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

Language Arts

Grade **6** - Adopted: **2023**		
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2. d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**

ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Grade **7** - Adopted: **2023**		
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**

ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**

ELEMENT/GLE		Expectations for Interpreting Texts; Reading | Listening | Viewing
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**

EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1.b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**

ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**

ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1.b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1.b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.

EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**

ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1.b.	Read and comprehend one genre of literature from a particular time period.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**

ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Grade **7** - Adopted: **2023**		
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.

EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**

ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.

EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.

EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.

EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.

EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.

EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.

EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Language Arts

Grade **7** - Adopted: **2023**		
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.

EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.

STRAND/TOPIC **Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC **Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.

EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.

EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**

ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	6.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.b.	Scan and skim the text, making note of structures and sections that might be most useful.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.

EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	7.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.b.	Scan and skim the text, making note of structures and sections that might be most useful.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.

EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**

ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.

EXPECTATION	8.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.b.	Scan and skim the text, making note of structures and sections that might be most useful.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**

ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**

ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	6.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.

EXPECTATION	7.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	8.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.

EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.2.a.	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	6.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.

EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	7.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.

EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**

ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	8.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.

EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.

EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.

EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**

ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.

EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.

EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.1.**	**Purpose & Audience – Analyze the impact of purpose and audience on a wide variety of texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.C.1.b.	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	6.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.b.	Scan and skim the text, making note of structures and sections that might be most useful.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.1.**	**Purpose & Audience – Analyze the impact of purpose and audience on a wide variety of texts.**

ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.1.b.	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.2.a.	Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	7.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.b.	Scan and skim the text, making note of structures and sections that might be most useful.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.1.**	**Purpose & Audience – Analyze the impact of purpose and audience on a wide variety of texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.C.1.b.	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.2.a.	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	8.T.RA.1.a.	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
EXPECTATION	8.T.RA.1.b.	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.b.	Scan and skim the text, making note of structures and sections that might be most useful.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.

EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.c.	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.c.	Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.

EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6-8.L.V.1.b.	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.c.	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Georgia Standards of Excellence

Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.

EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**

ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1.b.	Read and comprehend one genre of literature from a particular time period.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.

EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**

ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.

EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
EXPECTATION	6.T.T.1.d.	Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.

EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**

ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Grade **7** - Adopted: **2023**		
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**

ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	8.T.PM.1.b.	Compare and contrast the treatment of a common theme by different writers within a time period.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.

EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.

EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**

ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**

STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
EXPECTATION	6.T.PM.1.b.	Read and comprehend one genre of literature from a particular time period.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.

EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.C.2.b.	Analyze how evidence and tone reveal the author's perspective and impact credibility.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
EXPECTATION	7.T.PM.1.b.	Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.

EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

Georgia Standards of Excellence

Language Arts

Grade **8** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.1.**	**General, Academic, & Specialized Vocabulary – Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**

EXPECTATION	6-8.L.V.1.a.	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.**
ELEMENT	**6-8.L.V.3.**	**Meaning & Purpose – Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6-8.L.V.3.b.	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.

EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.e.	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.b.	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.3.**	**Comprehension Strategies – Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.EICC.3.a.	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
EXPECTATION	K-12.P.EICC.3.c.	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
EXPECTATION	K-12.P.EICC.3.g.	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.

EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.a.	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.1.**	**Reading like a Writer – Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	K-12.P.AC.1.a.	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **6** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.
ELEMENT/GLE		Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	6.L.GC.2.d.	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**

ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	6.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.T.1.a.	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	6.T.T.1.b.	Analyze how setting, events, conflict, and characterization influence plot pacing.
EXPECTATION	6.T.T.1.c.	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**

ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	6.T.RA.2.c.	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	6.T.PM.1.a.	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.

EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.

EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**

EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

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Language Arts

Grade **7** - Adopted: **2023**

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.
STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.2.**	**Syntax – Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.**

ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Composing**
EXPECTATION	7.L.GC.2.d.	Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.C.2.d.	Use credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	7.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.T.1.a.	Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
EXPECTATION	7.T.T.1.b.	Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.
EXPECTATION	7.T.T.1.c.	Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**

EXPECTATION	7.T.T.2.c.	Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.RA.2.a.	Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	7.T.RA.2.c.	Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	7.T.PM.1.a.	Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**

STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**

ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.
EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.

STRAND/TOPIC		**Language (L) – Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.**
ELEMENT	**6-8.L.GC.1.**	**Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.**
ELEMENT/GLE		Use colons to introduce quotations.
ELEMENT/GLE		Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.**
ELEMENT	**6-8.T.C.2.**	**Authors & Speakers – Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.C.2.d.	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Structures & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.**
ELEMENT	**6-8.T.SS.1.**	**Organization – Analyze and use organizational structures to craft meaning.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.SS.1.b.	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
EXPECTATION	8.T.SS.1.d.	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.1.**	**Narrative Techniques – Analyze and apply narrative techniques.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.T.1.a.	Analyze the development of the narrative techniques used across the text to develop plot, characters, and setting.
EXPECTATION	8.T.T.1.b.	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.

EXPECTATION	8.T.T.1.c.	Analyze how authors convey and reveal themes through characters, events, and other story elements.
EXPECTATION	8.T.T.1.d.	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.**
ELEMENT	**6-8.T.T.2.**	**Expository Techniques – Analyze and apply expository techniques.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.T.2.c.	Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.1.**	**Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.1.c.	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.RA.2.a.	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.**
ELEMENT	**6-8.T.RA.2.**	**Curating Sources & Evidence – Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	8.T.RA.2.c.	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

STRAND/TOPIC		**Texts (T) – Students grow in their learning as they purposefully engage with texts.**
STANDARD / DESCRIPTION	**V.**	**BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT	**6-8.T.PM.1.**	**Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.**
ELEMENT/GLE		**Expectations for Interpreting Texts; Reading | Listening | Viewing**
EXPECTATION	8.T.PM.1.a.	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.1.**	**Reader & Writer Identity – Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.1.a.	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
EXPECTATION	K-12.P.EICC.1.b.	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
EXPECTATION	K-12.P.EICC.1.c.	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
EXPECTATION	K-12.P.EICC.1.d.	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
EXPECTATION	K-12.P.EICC.1.f.	Develop independence and autonomy as a reader and writer.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.2.**	**Engagement & Intention – Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**

EXPECTATION	K-12.P.EICC.2.c.	Explain and learn concepts and processes by interpreting and constructing texts.
EXPECTATION	K-12.P.EICC.2.d.	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**I.**	**BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.**
ELEMENT	**K-12.P.EICC.4.**	**Writing Processes – Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.EICC.4.a.	Establish a purpose and goals for writing and identify a target audience.
EXPECTATION	K-12.P.EICC.4.b.	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
EXPECTATION	K-12.P.EICC.4.c.	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
EXPECTATION	K-12.P.EICC.4.d.	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
EXPECTATION	K-12.P.EICC.4.e.	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
EXPECTATION	K-12.P.EICC.4.f.	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
EXPECTATION	K-12.P.EICC.4.g.	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
EXPECTATION	K-12.P.EICC.4.h.	Edit the text, ensuring it adheres to the conventions of written language.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**

ELEMENT	**K-12.P.ST.1.**	**Context – Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.1.b.	Consider how context impacts the purposes of the author and the audience.
EXPECTATION	K-12.P.ST.1.c.	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**II.**	**BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.ST.2.**	**Author, Audience, & Purpose – Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.ST.2.a.	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
EXPECTATION	K-12.P.ST.2.b.	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.2.**	**Writing like a Reader – Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.**
ELEMENT/GLE		**Expectations for Constructing Texts; Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.2.a.	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
EXPECTATION	K-12.P.AC.2.b.	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.c.	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
EXPECTATION	K-12.P.AC.2.d.	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**III.**	**BIG IDEA: Author's Craft (AC) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.**
ELEMENT	**K-12.P.AC.3.**	**Text Design – Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.AC.3.a.	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
EXPECTATION	K-12.P.AC.3.b.	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
EXPECTATION	K-12.P.AC.3.c.	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.

STRAND/TOPIC		**Practices (P) – Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.1.**	**Collaboration – Collaborate with others to accomplish shared goals and projects.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating |**
EXPECTATION	K-12.P.CP.1.a.	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
EXPECTATION	K-12.P.CP.1.b.	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
EXPECTATION	K-12.P.CP.1.d.	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

STRAND/TOPIC		**Practices (P) - Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.**
STANDARD / DESCRIPTION	**IV.**	**BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.**
ELEMENT	**K-12.P.CP.2.**	**Presentation - Use presentation skills to tailor communication to target audiences for specific purposes.**
ELEMENT/GLE		**Expectations for Interpreting & Constructing Texts; Reading | Listening | Viewing | Writing | Speaking | Creating**
EXPECTATION	K-12.P.CP.2.a.	Communicate clearly to present ideas, information, and texts.

EXPECTATION	K-12.P.CP.2.b.	Integrate modes and genres most appropriate to purpose and audience.