



# STATE MATCH SUPPLEMENT

Georgia  
Performance  
Standards  
English Language Arts  
Grades 8–12

and

EXPLORE<sup>®</sup>, PLAN<sup>®</sup>,  
the ACT<sup>®</sup>, and  
WorkKeys<sup>®</sup>

January 2008

©2008 by ACT, Inc.  
All rights reserved.

## List of Supplement Tables

Table		Page
<b>A</b>	GEORGIA Grade 8 English Language Arts Performance Standards with Corresponding EXPLORE College Readiness Standards .....	S-1
<b>B</b>	GEORGIA Grade 9 English Language Arts Performance Standards with Corresponding EXPLORE College Readiness Standards .....	S-26
<b>C</b>	GEORGIA Grade 10 English Language Arts Performance Standards with Corresponding PLAN College Readiness Standards .....	S-50
<b>D</b>	GEORGIA Grade 11 English Language Arts Performance Standards with Corresponding ACT College Readiness Standards.....	S-81
<b>E</b>	GEORGIA Grade 11 English Language Arts Performance Standards with Corresponding WorkKeys Level Skills .....	S-99
<b>F</b>	GEORGIA Grade 12 English Language Arts Performance Standards with Corresponding ACT College Readiness Standards.....	S-105
<b>G</b>	GEORGIA Grade 12 English Language Arts Performance Standards with Corresponding WorkKeys Level Skills .....	S-124
<b>H</b>	GEORGIA Reading and American Literature Performance Standards with Corresponding ACT College Readiness Standards.....	S-131
<b>I</b>	GEORGIA Reading and American Literature Performance Standards with Corresponding WorkKeys Level Skills .....	S-148



## Preface

This document is a supplement to the *State Match Georgia Performance Standards English Language Arts, Mathematics, and Science Grades 8–12 and ACT’s EXPLORE, PLAN, the ACT, and WorkKeys (January 2008)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Georgia Performance Standard in a side-by-side format. The left side of each page presents the Georgia Performance Standards (highlighted if measured by ACT’s corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) and WorkKeys Level Skill(s) that correspond to each Georgia Performance Standard.

Georgia standards listed here are from the Georgia Performance Standards as presented on the Georgia Department of Education’s website in October 2007.



**SUPPLEMENT  
TABLES A–I:  
ENGLISH  
LANGUAGE ARTS**

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
Reading and Literature	
<p>In reading a text closely, the student works carefully to discern the author’s perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning so that the interpretation will be sound.</p>	
<p><b>ELA8R1.</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p>	
<p>For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p>	
<p>a. Identifies the difference between the concepts of theme in a literary work and author’s purpose in an expository text.</p>	
<p>b. Compares and contrasts genre characteristics from two or more selections of literature.</p>	
<p>c. Analyzes a character’s traits, emotions, or motivations and gives supporting evidence from the text(s).</p>	<p><b>Reading</b> College Readiness Standards  <b>Generalizations and Conclusions:</b>            Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives            Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages            Draw simple generalizations and conclusions using details that support the main points of more challenging passages            Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives            Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p>d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p>	
<p>e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.</p>	
<p>f. Evaluates the structural elements of the plot (e.g., subplots, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages            Summarize basic events and ideas in more challenging passages            Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages  <b>Supporting Details:</b>            Recognize a clear function of a part of an uncomplicated passage</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p>
<p>g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:</p> <ul style="list-style-type: none"> <li>i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter)</li> <li>ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).</li> </ul>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p><b>Meanings of Words:</b></p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>
<p>h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p>	
<p>a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p>	
<p>b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p>
<p>c. Recognizes and traces the development of an author's argument, point of view, or perspective in text.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author's Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>d. Understands and explains the use of a complex mechanical device by following technical directions.</p>	
<p>e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem.</p>	
<p><b>ELA8R2.</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p>	
<p>a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>



**TABLE A**

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<p>b. <b>Determines the meaning of unfamiliar words in content and context specific to reading</b> and writing.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Meanings of Words:</b></p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<p>c. Demonstrates an initial understanding of the history of the English Language.</p>	
<p><b>ELA8R3.</b> The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student</p>	
<p>a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.</p>	
<p>b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).</p>	
<p>c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</p>	
<p><b>ELA8R4.</b> The student acquires knowledge of Georgia authors and significant text created by them. The student</p>	
<p>a. Identifies a variety of Georgia authors both male and female.</p>	
<p>b. Identifies authors' connections to Georgia through a variety of materials including electronic media.</p>	
<p>c. Identifies award winning Georgia authors.</p>	
<p>d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.</p>	
<p>e. Relates literary works created by Georgia authors to historical settings and or events.</p>	
<p>f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.</p>	
<p>g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.</p>	

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
Reading Across the Curriculum	
<p><b>ELA8RC1.</b> The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. <b>The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.</b></p>	
<p><b>ELA8RC2.</b> The student participates in discussions related to curricular learning in all subject areas. The student</p>	
a. Identifies messages and themes from books in all subject areas.	
b. Responds to a variety of texts in multiple modes of discourse.	
c. Relates messages and themes from one subject area to those in another area.	
d. Evaluates the merits of texts in every subject discipline.	
e. Examines the author’s purpose in writing.	
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	
<p><b>ELA8RC3.</b> <b>The student acquires new vocabulary in each content area and uses it correctly. The student</b></p>	
<p>a. <b>Demonstrates an understanding of contextual vocabulary in various subjects.</b></p>	<p><b>Reading</b> College Readiness Standards  <b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
b. Uses content vocabulary in writing and speaking.	
<p>c. <b>Explores understanding of new words found in subject area texts.</b></p>	<p><b>Reading</b> College Readiness Standards  <b>Meanings of Words:</b>            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
<b>ELA8RC4.</b> The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

**TABLE A**

<p><b>GEORGIA Grade 8 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
Writing	
<p>The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).</p>	
<p><b>ELA8W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p>	
<p>a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>b. Writes texts of a length appropriate to address the topic or tell the story.</p>	

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p>c. <b>Uses traditional structures for conveying information</b> (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Select the most logical place to add a sentence in a paragraph            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>d. <b>Uses appropriate structures to ensure coherence</b> (e.g., transition elements, parallel structure).</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>            Revise sentences to correct awkward and confusing arrangements of sentence elements            Determine the clearest and most logical conjunction to link clauses</p>
<p>e. <b>Supports statements and claims</b> with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p><b>ELA8W2.</b> The student demonstrates competence in a variety of genres. The student produces a narrative (fictional, personal, experiential) that:</p>	
<p>a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p>b. <b>Creates an organizing structure appropriate to purpose, audience, and context.</b></p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Select the most logical place to add a sentence in a paragraph            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>c. <b>Relates a clear, coherent incident, event, or situation by using well-chosen details.</b></p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>d. Reveals the significance of the writer’s attitude about the subject.</p>	
<p>e. Develops complex major and minor characters using standard methods of characterization.</p>	
<p>f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).</p>	
<p>g. <b>Excludes extraneous and inappropriate information.</b></p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Delete a clause or sentence because it is obviously irrelevant to the essay</p>



TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>
<p>h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).</p>	
<p>i. Provides a sense of closure appropriate to the writing.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:</p>	
<p>a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>b. Develops a controlling idea that conveys a perspective on the subject.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>
<p>c. Creates an organizing structure appropriate to purpose, audience, and context.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

**TABLE A**

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>d. <b>Develops the topic with supporting details.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>e. <b>Excludes extraneous and inappropriate information.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>
<p>f. <b>Follows an organizational pattern appropriate to the type of composition.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>g. <b>Concludes with a detailed summary linked to the purpose of the composition.</b></p>	

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
The student produces technical writing (business correspondence: letters of application and letters of recommendation, résumés, abstracts, user guides or manuals, web pages).	
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	
b. Excludes extraneous and inappropriate information.	
c. Follows an organizational pattern appropriate to the type of composition.	
d. Applies rules of Standard English.	
The student produces a response to literature that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, or otherwise developing reader interest.	
b. Demonstrates an understanding of the literary work.	
c. Supports a judgment through references to the text and personal knowledge.	
d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.	
e. Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.	
f. Produces a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing).	
g. Anticipates and answers a reader’s questions.	
h. Provides a sense of closure to the writing.	
<b>The student produces a multi-paragraph persuasive essay that:</b>	
a. Engages the reader by <b>establishing a context</b> , creating a speaker’s voice, and otherwise developing reader interest.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p>b. States a clear position or perspective in support of a proposition or proposal.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Select the most logical place to add a sentence in a paragraph            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>d. Includes appropriate relevant information and arguments.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
e. Excludes information and arguments that are irrelevant.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>
f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>
g. Supports arguments with detailed evidence, citing sources of information as appropriate.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
h. Anticipates and addresses reader concerns and counter-arguments.	
i. Provides a sense of closure to the writing.	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
The student produces a piece of writing drawn from research that:	
a. Poses relevant and tightly drawn questions about the topic.	
b. Engages the reader by establishing a context.	
c. Conveys clear and accurate perspectives on the subject.	
d. States a thesis.	
e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.	
f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.	

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
g. Organizes and displays information on charts, maps, and graphs.	
h. Provides a sense of closure to the writing.	
i. Documents resources (bibliography, footnotes, endnotes, etc.).	
<b>ELA8W3.</b> The student uses research and technology to support writing. The student	
a. Plans and conducts multiple-step information searches by using computer networks and modems.	
b. Achieves an effective balance between researched information and original ideas.	
c. Avoids plagiarism.	
<b>ELA8W4.</b> The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	
b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<p>c. Edits writing to improve word choice, grammar, punctuation, etc.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
Conventions	
<p>Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of Standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.</p>	
<p><b>ELA8C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p>	



TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p>a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p>b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>c. <b>Revises sentences by correcting misplaced and dangling modifiers.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
<p>d. <b>Revises sentences by correcting errors in usage.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE A

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p>e. <b>Demonstrates appropriate comma and semicolon usage</b> (compound, complex, and compound-complex sentences, split dialogue, and for clarity).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>f. <b>Analyzes the structure of a sentence</b> (basic sentence parts, noun-adjective adverb clauses and phrases).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

**TABLE A**

<p><b>GEORGIA Grade 8 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
<p>g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>Listening/Speaking/Viewing</p>	
<p>The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.</p>	
<p><b>ELA8LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p>	
<p>a. Initiates new topics in addition to responding to adult-initiated topics.</p>	
<p>b. Asks relevant questions.</p>	
<p>c. Responds to questions with appropriate information.</p>	
<p>d. Confirms understanding by paraphrasing the adult’s directions or suggestions.</p>	
<p>e. Displays appropriate turn-taking behaviors.</p>	
<p>f. Actively solicits another person’s comments or opinions.</p>	
<p>g. Offers own opinion forcefully without domineering.</p>	
<p>h. Responds appropriately to comments and questions.</p>	
<p>i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p>	
<p>j. Gives reasons in support of opinions expressed.</p>	
<p>k. Clarifies, illustrates, or expands on a response when asked to do so.</p>	

**TABLE A**

GEORGIA Grade 8 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
m. Develops a plan of action or agenda for written and/or verbal follow-up.	
<p><b>ELA8LSV2.</b> The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.</p>	
<p>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p>	
a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	
b. Analyzes oral communication by paraphrasing a speaker’s purpose and point of view, and asks relevant questions concerning the speaker’s content, delivery, and purpose.	
<p>When delivering and responding to presentations, the student:</p>	
a. Gives oral presentations or dramatic interpretations for various purposes.	
b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.	
c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).	
d. Uses language for dramatic effect.	
e. Uses rubrics as assessment tools.	
f. Responds to oral communications with questions, challenges, or affirmations.	
g. Uses multimedia for presentations.	

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
READING AND LITERATURE	
<p>Focusing on a study of literary genres, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning in order to determine a sound interpretation.</p>	
<p><b>ELA9RL1.</b> The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>	
<p>The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:</p>	
<p>a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery, symbolism, figurative language), character development, setting and mood, point of view, foreshadowing, and irony.</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author's Approach:</b>                      Recognize a clear intent of an author or narrator in uncomplicated literary narratives                      Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives                      Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages                      Infer the main idea or purpose of straightforward paragraphs in more challenging passages                      Summarize basic events and ideas in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages  <b>Supporting Details:</b>                      Locate basic facts (e.g., names, dates, events) clearly stated in a passage                      Locate simple details at the sentence and paragraph level in uncomplicated passages                      Recognize a clear function of a part of an uncomplicated passage                      Locate important details in uncomplicated passages                      Make simple inferences about how details are used in passages</p>

**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE B

<p>GEORGIA Grade 9 English Language Arts Performance Standards</p>	<p>EXPLORE English and/or Reading College Readiness Standards</p>
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<p>b. Identifies and analyzes patterns of imagery or symbolism.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<p>c. Relates identified elements in fiction to theme or underlying meaning.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>



**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:</p>	
<p>a. Analyzes and applies knowledge of the characteristics of memoir, biography, and/or autobiography.</p>	
<p>b. Analyzes and explains the purpose, structure, and elements of nonfiction works, including memoir, biography, and autobiography.</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>  Recognize a clear intent of an author or narrator in uncomplicated literary narratives  Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives  Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives  Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages  Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages  Infer the main idea or purpose of straightforward paragraphs in more challenging passages  Summarize basic events and ideas in more challenging passages  Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages  <b>Supporting Details:</b>  Locate basic facts (e.g., names, dates, events) clearly stated in a passage  Locate simple details at the sentence and paragraph level in uncomplicated passages  Recognize a clear function of a part of an uncomplicated passage  Locate important details in uncomplicated passages  Make simple inferences about how details are used in passages  Locate important details in more challenging passages  Locate and interpret minor or subtly stated details in uncomplicated passages  Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages  <b>Sequential, Comparative, and Cause-Effect Relationships:</b>  Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE B

<p>GEORGIA Grade 9 English Language Arts Performance Standards</p>	<p>EXPLORE English and/or Reading College Readiness Standards</p>
<p>c. Analyzes and evaluates the effects of language (i.e., diction, imagery, symbolism, figurative language), structure, point of view, and selection of details in memoir, biography, and/or autobiography.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<p>The student identifies and responds to differences in style and subject matter in poems by a variety of contemporary and canonical poets; the student:</p>	
<p>a. Identifies and responds to the aesthetic effects of subject matter (i.e. topic, theme), sound devices (i.e., alliteration, onomatopoeia, rhyme scheme), figurative language (i.e., personification, metaphor, simile, hyperbole), and structure (i.e., fixed and free forms, rhymed and unrhymed, narrative and lyric) in a variety of poems.</p>	
<p>b. Sorts and classifies poems by specified criteria (i.e., fixed and free forms, rhymed and unrhymed, narrative and lyric, and/or universal themes and topics).</p>	

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:	
a. Identifies and analyzes types of dramatic literature (i.e., Shakespearean tragedy and comedy).	
b. Analyzes the characters, structures, and themes of dramatic literature.	
c. Identifies and analyzes dramatic elements, (i.e., exposition, rising action, climax, denouement, dialogue, monologue, soliloquy, aside, dramatic irony).	
d. Identifies and analyzes how dramatic elements support and enhance interpretation of dramatic literature.	
<b>ELA9RL2.</b> The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding. The student	
a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b> Summarize basic events and ideas in more challenging passages</p> <p><b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
b. Evaluates how an author’s choice of words advances the theme or purpose of a work.	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b> Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
c. Applies knowledge of the concept that a text can contain more than one theme.	
d. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.	
The student close reads a fictional text (short story or novel) that has not been studied in class and, in the classroom within a specific period of time (e.g., 30 to 45 minutes), responds in writing to that text, identifying the evidence in the text and applying that evidence to support a specific theme, underlying meaning, or interpretation.	

**TABLE B**

<b>GEORGIA Grade 9 English Language Arts Performance Standards</b>	<b>EXPLORE English and/or Reading College Readiness Standards</b>
<p><b>ELA9RL3.</b> The student deepens understanding of literary works by relating them to contemporary context or historical background. The student</p>	
<p>a. Relates a literary work to non-literary documents and/or other texts from its literary period.</p>	
<p>b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.</p>	
<p><b>ELA9RL4.</b> The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student</p>	
<p>a. Demonstrates understanding of significant themes in specific literary works.</p>	
<p>b. Supports important ideas and viewpoints through accurate and detailed references or allusions to the text.</p>	
<p>c. Includes a formal works cited or bibliography when applicable.</p>	
<p><b>ELA9RL5.</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p>	
<p>a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.</p>	<p><b>Reading</b> College Readiness Standards  <b>Meanings of Words:</b>                      Understand the implication of a familiar word or phrase and of simple descriptive language                      Use context to understand basic figurative language                      Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages                      Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages                      Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<p>b. Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the meanings of new words.</p>	
<p>c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.</p>	
<p><b>READING ACROSS THE CURRICULUM</b></p>	
<p><b>ELA9RC1.</b> The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.</p>	
<p><b>ELA9RC2.</b> The student participates in discussions related to curricular learning in all subject areas. The student</p>	

**TABLE B**

<b>GEORGIA Grade 9 English Language Arts Performance Standards</b>	<b>EXPLORE English and/or Reading College Readiness Standards</b>
a. Identifies messages and themes from books in all subject areas.	
b. Responds to a variety of texts in multiple modes of discourse.	
c. Relates messages and themes from one subject area to those in another area.	
d. Evaluates the merits of texts in every subject discipline.	
e. Examines the author’s purpose in writing.	
f. Recognizes the features of disciplinary texts.	
<b>ELA9RC3.</b> The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	<b>Reading College Readiness Standards</b> <b>Meanings of Words:</b> Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
b. Uses content vocabulary in writing and speaking.	
c. Explores understanding of new words found in subject area texts.	<b>Reading College Readiness Standards</b> <b>Meanings of Words:</b> Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages
<b>ELA9RC4.</b> The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	<b>Reading College Readiness Standards</b> <b>Main Ideas and Author’s Approach:</b> Recognize a clear intent of an author or narrator in uncomplicated literary narratives

**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<b>WRITING</b>	
<p>All modes or genres are practiced at each grade level; however, in order to achieve mastery, each grade level has a particular writing focus. Technical writing is the focus for 9th grade; by the end of 9th grade, the student will demonstrate competency in technical writing. The student writes coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).</p>	



TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p><b>ELA9W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student</p>	
<p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>

**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>c. <b>Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</b></p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence that introduces a simple paragraph</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>d. <b>Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</b></p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>e. Writes texts of a length appropriate to address the topic or tell the story.</p>	
<p>f. <b>Uses traditional structures for conveying information</b> (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p><b>ELA9W2.</b> The student demonstrates competence in a variety of genres.</p>	
<p>The student produces narrative writing and applies polished narrative strategies acquired in grades 6-8 to other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	
<p>The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:</p>	
<p>a. Engages the interest of the reader.</p>	
<p>b. Formulates a coherent thesis or controlling idea.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>
<p>c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from at least one secondary source.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<p>d. Follows an organizational pattern appropriate to the type of composition.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>e. <b>Attains closure</b> (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).</p>	<p><b>English</b> College Readiness Standards <b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p><b>The student produces persuasive writing</b> and applies persuasive strategies acquired in previous grades to other genres of writing such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	
<p>The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student:</p>	
<p>a. Engages the interest of the reader.</p>	
<p>b. Provides clear and purposeful information logically and correctly in order to address an intended audience appropriately.</p>	
<p>c. Uses appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p>	
<p>d. Uses varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p>	
<p>e. Provides detailed and accurate information or specifications to anticipate readers' problems, mistakes, and misunderstandings.</p>	
<p>f. Follows style conventions for specific types of documents (i.e., surveys or questionnaires, technical reports, research studies, proposals) and uses page formats, fonts, spacing, highlighting, and images that contribute to the readability and impact of the document.</p>	
<p>g. Combines text, images, and sound as well as other information from many sources (i.e., television broadcasts, videos, films, books, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p>	
<p>h. Polishes and refines documents using such aids as advanced publishing software and graphic programs.</p>	
<p>i. Provides closure.</p>	

**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
<p><b>ELA9W3.</b> The student uses research and technology to support writing. The student</p>	
<p>a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.</p>	
<p>b. Uses supporting evidence from multiple sources to develop the main ideas within the body of an essay, composition, or technical document.</p>	
<p>c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, or technical documents).</p>	
<p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p>	
<p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>, Turabian, <i>American Psychological Association</i>, etc.</p>	
<p>f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.</p>	
<p><b>ELA9W4.</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p>	
<p>a. Plans and drafts independently and resourcefully.</p>	
<p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>  Identify the basic purpose or role of a specified phrase or sentence  Delete a clause or sentence because it is obviously irrelevant to the essay  Identify the central idea or main topic of a straightforward piece of writing  Determine relevancy when presented with a variety of sentence-level details  Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal  Delete material primarily because it disturbs the flow and development of the paragraph  Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement  <b>Organization, Unity, and Coherence:</b>  Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>c. <b>Revises writing for specific audiences, purposes, and formality of the contexts.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>d. <b>Revises writing to sharpen the precision of word choice and achieve desired tone.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

**TABLE B**

<p><b>GEORGIA Grade 9 English Language Arts Performance Standards</b></p>	<p><b>EXPLORE English and/or Reading College Readiness Standards</b></p>
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>e. Edits writing to improve word choice, grammar, punctuation, etc.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

CONVENTIONS

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

**ELA9C1.** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student



TABLE B

<p>GEORGIA Grade 9 English Language Arts Performance Standards</p>	<p>EXPLORE English and/or Reading College Readiness Standards</p>
<p>a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p>b. <b>Correctly uses clauses</b> (i.e., main and subordinate) <b>and mechanics of punctuation</b> (i.e., end marks, commas, semicolons, and quotation marks).</p>	<p><b>English College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE B

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
<p>c. <b>Demonstrates an understanding of sentence construction</b> (i.e., subordination, proper placement of modifiers) <b>and proper English usage</b> (i.e., consistency of verb tenses).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<p><b>ELA9C2.</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student</p>	
<p>a. Produces writing that conforms to appropriate manuscript requirements.</p>	
<p>b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	

**TABLE B**

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer’s own words, etc.).	
d. Includes formal works cited or bibliography when applicable.	
<b>LISTENING, SPEAKING, AND VIEWING</b>	
The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.	
<b>ELA9LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics and responds to adult-initiated topics.	
b. Asks relevant questions.	
c. Responds to questions with appropriate information.	
d. Actively solicits another person’s comments or opinions.	
e. Offers own opinion forcefully without domineering.	
f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	
g. Gives reasons in support of opinions expressed.	
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
j. Divides labor to achieve the overall group goal efficiently.	
<b>ELA9LSV2.</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.	
When responding to written and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:	
a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.	

**TABLE B**

GEORGIA Grade 9 English Language Arts Performance Standards	EXPLORE English and/or Reading College Readiness Standards
b. Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic.	
c. Formulates judgments about ideas under discussion and supports those judgments with convincing evidence.	
d. Compares and contrasts the ways in which media genres (i.e., televised news, news magazines, documentaries, online information) cover the same event.	
e. Creates an appropriate scoring guide to prepare, improve, and assess presentations.	
f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.	
g. Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.).	
h. Identifies differences between the voice, tone, and diction used in media presentations (i.e., documentary films, news broadcasts, taped interviews) and informal speech.	
When delivering and responding to presentations, the student:	
a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.	
b. Applies appropriate interviewing techniques (i.e., prepares and asks relevant questions; makes notes of responses; uses language that conveys maturity, sensitivity and respect; responds correctly and effectively to questions).	
c. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.	
d. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.	

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
READING AND LITERATURE	
<p>Focusing on a study of literary themes, the student develops understanding that theme is what relates literature to life, and that themes recur in diverse works of literature. The student develops understanding that the interpretation of a work of literature derives from the theme or themes in the work; the student connects the theme or themes in literary texts to his or her life or experience.</p>	
<p><b>ELA10RL1.</b> The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>	
<p>The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:</p>	
<p>a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, <i>in medias res</i>, flashback, frame narrative).</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Recognize a clear intent of an author or narrator in uncomplicated literary narratives                      Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives                      Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages                      Infer the main idea or purpose of straightforward paragraphs in more challenging passages                      Summarize basic events and ideas in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages                      Infer the main idea or purpose of more challenging passages or their paragraphs  <b>Supporting Details:</b>                      Locate basic facts (e.g., names, dates, events) clearly stated in a passage                      Locate simple details at the sentence and paragraph level in uncomplicated passages                      Recognize a clear function of a part of an uncomplicated passage                      Locate important details in uncomplicated passages                      Make simple inferences about how details are used in passages</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>b. Identifies and analyzes patterns of imagery or symbolism.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>



TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>c. <b>Relates identified elements in fiction to theme or underlying meaning.</b></p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:</p>	
<p>a. <b>Analyzes and explains the structures and elements of nonfiction works</b> such as newspaper articles and editorials, magazine articles, journal articles, and/or other informational texts.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
	<p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>b. Analyzes the logic and use of evidence in an author's argument.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

**TABLE C**

<p><b>GEORGIA Grade 10 English Language Arts Performance Standards</b></p>	<p><b>PLAN English and/or Reading College Readiness Standards</b></p>
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>The student identifies and analyzes elements of poetry and provides evidence from the text to support understanding; the student:</p>	
<p>a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.</p> <p>i. sound: alliteration, end rhyme, internal rhyme, consonance, assonance</p> <p>ii. form: lyric poem, narrative poem, fixed form poems (i.e., ballad, sonnet)</p> <p>iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism</p>	
<p>b. Analyzes and evaluates the appropriateness of diction and imagery (controlling images, figurative language, understatement, irony, paradox).</p>	
<p>The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:</p>	
<p>a. Identifies and analyzes types of dramatic literature (i.e., classical tragedy, history play, modern drama).</p>	
<p>b. Analyzes the characters, structures, and themes of dramatic literature.</p>	
<p>c. Identifies and analyzes dramatic elements, (i.e., unity of time, place, and action; tragic hero; <i>deus ex machina</i>; recognition; reversal; chorus; aside; dramatic irony).</p>	
<p>d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.</p>	
<p><b>ELA10RL2.</b> The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding. The student</p>	

TABLE C

<p><b>GEORGIA Grade 10 English Language Arts Performance Standards</b></p>	<p><b>PLAN English and/or Reading College Readiness Standards</b></p>
<p>a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Summarize basic events and ideas in more challenging passages                      Infer the main idea or purpose of more challenging passages or their paragraphs  <b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>b. Evaluates the way an author’s choice of words advances the theme or purpose of the work.</p>	<p><b>Reading</b> College Readiness Standards  <b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>c. Applies knowledge of the concept that a text can contain more than one theme.</p>	
<p>d. Analyzes and compares texts that express a universal theme, and locates support in the text for the identified theme.</p>	
<p>e. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.</p> <ul style="list-style-type: none"> <li>i. Archetypal Characters (i.e., hero, good mother, sage, trickster, etc.)</li> <li>ii. Archetypal Patterns (i.e., journey of initiation, search for the father, etc.)</li> <li>iii. Archetypal Symbols (i.e., colors, water, light/dark, etc.)</li> <li>iv. Universal Connections (i.e., making choices, winning/losing, relationships, self and other, etc.)</li> </ul>	
<p><b>ELA10RL3.</b> The student deepens understanding of literary works by relating them to contemporary context or historical background, as well as to works from other time periods. The student</p>	
<p>a. Relates a literary work to non-literary documents and/or other texts from its literary period.</p>	
<p>b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.</p>	
<p>c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.</p>	

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
<p><b>ELA10RL4.</b> The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student</p>	
<p>a. Demonstrates awareness of an author’s use of stylistic devices for specific effects.</p>	
<p>b. Explains important ideas and viewpoints introduced in a text through accurate and detailed references or allusions to the text and other relevant works.</p>	
<p>c. Identifies and assesses the impact of ambiguities, nuances, and complexities within the text.</p>	
<p>d. Includes a formal works cited or bibliography when applicable.</p>	
<p><b>ELA10RL5.</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p>	
<p>a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.</p>	<p><b>Reading</b> College Readiness Standards  <b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages            Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>b. Uses knowledge of mythology, the Bible, and other works often alluded to in literature to understand the meanings of new words.</p>	
<p>c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.</p>	
<p>READING ACROSS THE CURRICULUM</p>	
<p><b>ELA10RC1.</b> The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.</p>	
<p><b>ELA10RC2.</b> The student participates in discussions related to curricular learning in all subject areas. The student</p>	
<p>a. Identifies messages and themes from books in all subject areas.</p>	



TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
b. Responds to a variety of texts in multiple modes of discourse.	
c. Relates messages and themes from one subject area to those in another area.	
d. Evaluates the merits of texts in every subject discipline.	
e. Examines the author’s purpose in writing.	
f. Recognizes the features of disciplinary texts.	
<b>ELA10RC3.</b> The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	<p><b>Reading</b> College Readiness Standards</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
b. Uses content vocabulary in writing and speaking.	
c. Explores understanding of new words found in subject area texts.	<p><b>Reading</b> College Readiness Standards</p> <p><b>Meanings of Words:</b></p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<b>ELA10RC4.</b> The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p>

**TABLE C**

<p><b>GEORGIA Grade 10 English Language Arts Performance Standards</b></p>	<p><b>PLAN English and/or Reading College Readiness Standards</b></p>
	<p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
WRITING	
<p>All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Persuasive writing is the focus for 10th grade; by the end of 10th grade, the student will demonstrate competency in persuasive writing. The student writes coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).</p>	
<p><b>ELA10W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student</p>	
<p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>b. <b>Selects a focus, structure, and point of view relevant to the purpose,</b> genre expectations, audience, length, and format requirements.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>c. <b>Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence that introduces a simple paragraph</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>d. <b>Uses precise language</b>, action verbs, sensory details, <b>appropriate modifiers</b>, and active rather than passive voice.</p>	<p><b>English</b> College Readiness Standards  <b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b>                      Revise vague nouns and pronouns that create obvious logic problems                      Revise expressions that deviate from the style of an essay                      Use the word or phrase most consistent with the style and tone of a fairly straightforward essay                      Determine the clearest and most logical conjunction to link clauses                      Identify and correct ambiguous pronoun references                      Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>e. Writes texts of a length appropriate to address the topic or tell the story.</p>	
<p>f. <b>Uses traditional structures for conveying information</b> (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>                      Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)                      Select the most logical place to add a sentence in a paragraph                      Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)                      Decide the most logical place to add a sentence in an essay                      Add a sentence that introduces a simple paragraph                      Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)                      Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic                      Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>g. <b>Supports statements and claims</b> with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the basic purpose or role of a specified phrase or sentence                      Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement                      Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p><b>ELA10W2.</b> <b>The student demonstrates competence in a variety of genres.</b></p>	

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
<p>The student produces narrative writing that applies polished narrative strategies acquired in previous grades to other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	
<p>The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:</p>	
<p>a. Engages the interest of the reader.</p>	
<p>b. Formulates a coherent thesis or controlling idea.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the central idea or main topic of a straightforward piece of writing            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>
<p>c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from primary and secondary sources.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement            Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>d. Follows an organizational pattern appropriate to the type of composition.</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)            Select the most logical place to add a sentence in a paragraph            Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)            Decide the most logical place to add a sentence in an essay            Add a sentence that introduces a simple paragraph            Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)            Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>e. <b>Attains closure</b> (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>            Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p><b>The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion; the student:</b></p>	
<p>a. Engages the reader by <b>establishing a context</b> and developing reader interest.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material            Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>b. <b>Develops a controlling idea or formulates an arguable thesis</b> that makes a clear and knowledgeable judgment.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the central idea or main topic of a straightforward piece of writing            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>
<p>c. Uses specific rhetorical devices to support assertions (i.e., appeal to emotion or ethical belief, personal anecdote, case study, analogy, and/or logical reasoning).</p>	



TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>d. Clarifies and defends positions with precise and relevant evidence (i.e., facts, expert opinions, quotations, or expressions of commonly accepted beliefs).</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the basic purpose or role of a specified phrase or sentence                      Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement                      Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>e. Excludes information and arguments that are irrelevant.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Delete a clause or sentence because it is obviously irrelevant to the essay                      Determine relevancy when presented with a variety of sentence-level details                      Delete material primarily because it disturbs the flow and development of the paragraph                      Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>
<p>f. Organizes points of argument effectively to achieve desired outcome.</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>                      Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)                      Select the most logical place to add a sentence in a paragraph                      Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)                      Decide the most logical place to add a sentence in an essay                      Add a sentence that introduces a simple paragraph                      Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)                      Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic                      Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>g. Addresses readers' concerns, counterclaims, biases, and expectations.</p>	
<p>h. Achieves closure by summarizing main points of argument, appealing to reason, ethics, or emotion, or encouraging action.</p>	<p><b>English</b> College Readiness Standards  <b>Organization, Unity, and Coherence:</b>                      Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades to other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	
<p><b>ELA10W3.</b> The student uses research and technology to support writing. The student</p>	
<p>a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.</p>	
<p>b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.</p>	
<p>c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	
<p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p>	
<p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>, Turabian, <i>American Psychological Association</i>, etc.</p>	
<p>f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.</p>	
<p><b>ELA10W4.</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p>	
<p>a. Plans and drafts independently and resourcefully.</p>	
<p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the basic purpose or role of a specified phrase or sentence                      Delete a clause or sentence because it is obviously irrelevant to the essay                      Identify the central idea or main topic of a straightforward piece of writing                      Determine relevancy when presented with a variety of sentence-level details                      Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal                      Delete material primarily because it disturbs the flow and development of the paragraph</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>c. <b>Revises writing for specific audiences, purposes, and formality of the contexts.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>d. <b>Revises writing to sharpen the precision of word choice and achieve desired tone.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<p>e. <b>Edits writing to improve word choice, grammar, punctuation, etc.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
	<p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

CONVENTIONS

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
<p><b>ELA10C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p>	
<p>a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>



TABLE C

<p>GEORGIA Grade 10 English Language Arts Performance Standards</p>	<p>PLAN English and/or Reading College Readiness Standards</p>
<p>b. <b>Correctly uses clauses</b> (i.e., main and subordinate), <b>phrases</b> (i.e., gerund, infinitive, and participial), <b>and mechanics of punctuation</b> (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).</p>	<p><b>English</b> College Readiness Standards  <b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences            Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)            Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems            Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs  <b>Conventions of Usage:</b>            Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives            Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts            Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i>            Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)            Ensure that a verb agrees with its subject when there is some text between the two            Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences            Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>            Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i>            Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>c. <b>Demonstrates an understanding of sentence construction</b> (e.g., subordination, proper placement of modifiers, parallel structure) <b>and proper English usage</b> (i.e., consistency of verb tenses, agreement).</p>	<p><b>English</b> College Readiness Standards  <b>Sentence Structure and Formation:</b>            Use conjunctions or punctuation to join simple clauses            Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences            Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

TABLE C

GEORGIA Grade 10 English Language Arts Performance Standards	PLAN English and/or Reading College Readiness Standards
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p><b>ELA10C2.</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student</p>	
<p>a. Produces writing that conforms to appropriate manuscript requirements.</p>	
<p>b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	

**TABLE C**

<b>GEORGIA Grade 10 English Language Arts Performance Standards</b>	<b>PLAN English and/or Reading College Readiness Standards</b>
c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer’s own words, etc.).	
d. Includes formal works cited or bibliography when applicable.	
<b>LISTENING, SPEAKING, AND VIEWING</b>	
The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.	
<b>ELA10LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics.	
b. Asks relevant questions.	
c. Responds to questions with appropriate information.	
d. Actively solicits another person’s comments or opinion.	
e. Offers own opinion forcefully without domineering.	
f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.	
g. Gives reasons in support of opinions expressed.	
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
j. Divides labor so as to achieve the overall group goal efficiently.	
<b>ELA10LSV2.</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.	
When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:	
a. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.	

**TABLE C**

<b>GEORGIA Grade 10 English Language Arts Performance Standards</b>	<b>PLAN English and/or Reading College Readiness Standards</b>
b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.	
c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.	
d. Identifies logical fallacies used in oral addresses (i.e., attack <i>ad hominem</i> , false causality, red herring, overgeneralization, bandwagon effect).	
e. Analyzes the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.	
When delivering and responding to presentations, the student:	
a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.	
b. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.	
c. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.	

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
<p>WRITING</p>	
<p>All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Expository writing is the focus for 11th grade; by the end of 11th grade, the student will demonstrate developing competency of specified strategies in expository writing. The student writes coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing exhibits the student’s awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).</p>	
<p><b>ELA11W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p>	
<p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer’s position on the issue</p> <p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer’s position on the issue</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>b. <b>Selects a focus, structure, and point of view relevant to the purpose</b>, genre expectations, audience, length, and format requirements.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer’s position on the issue</p> <p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer’s position on the issue</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence that introduces a simple paragraph</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</p> <p>using some precise and varied vocabulary</p> <p>using several kinds of sentence structures to vary pace and to support meaning</p>
<p>e. Writes texts of a length appropriate to address the topic or tell the story.</p>	
<p>f. <b>Uses traditional structures for conveying information</b> (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p>
<p>g. <b>Supports statements and claims</b> with anecdotes, descriptions, facts and statistics, <b>and specific examples.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>



TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop most ideas fully, using some specific and relevant reasons, details, and examples</p> <p>Show clear movement between general and specific ideas and examples</p>
<p><b>ELA11W2.</b> The student demonstrates competence in a variety of genres.</p>	
<p>The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	
<p>The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:</p>	
<p>a. Engages the interest of the reader.</p>	
<p>b. Formulates a coherent thesis or controlling idea.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>
<p>c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.</p>	
<p>e. Includes a variety of information on relevant perspectives, as applicable.</p>	
<p>f. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

TABLE D

<p><b>GEORGIA Grade 11 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading and/or Writing College Readiness Standards</b></p>
	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence that introduces a simple paragraph</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>g. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
h. <b>Demonstrates an understanding of the elements of expository discourse</b> (i.e., purpose, speaker, audience, form).	
i. Incorporates elements of discourse from other writing genres into exposition.	
j. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, and analogy.	
k. <b>Uses language, point of view, characterization, style, and related elements effectively for specific rhetorical and aesthetic purposes.</b>	<b>English College Readiness Standards</b> <b>Topic Development in Terms of Purpose and Focus:</b> Identify the basic purpose or role of a specified phrase or sentence Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation
l. <b>Attains closure</b> (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).	<b>English College Readiness Standards</b> <b>Organization, Unity, and Coherence:</b> Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward
<b>The student produces persuasive writing that clearly, logically, and purposefully applies persuasive writing strategies</b> acquired in previous grades in other genres of writing and <b>in</b> a variety of writing situations such as <b>expository compositions</b> , historical investigative reports, and literary analysis, <b>by raising the level of critical thinking skills</b> and rhetorical techniques <b>and the sophistication of the language and style.</b>	
The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.	
<b>ELA11W3.</b> The student uses research and technology to support writing. The student	
a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.	
b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.	

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
<p>c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	
<p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p>	
<p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals such as the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>, <i>Turabian</i>, <i>American Psychological Association</i>, etc.</p>	
<p>f. Uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).</p>	
<p>g. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.</p>	
<p><b>ELA11W4.</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p>	
<p>a. Plans and drafts independently and resourcefully.</p>	
<p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>            Identify the basic purpose or role of a specified phrase or sentence            Delete a clause or sentence because it is obviously irrelevant to the essay            Identify the central idea or main topic of a straightforward piece of writing            Determine relevancy when presented with a variety of sentence-level details            Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal            Delete material primarily because it disturbs the flow and development of the paragraph            Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement            Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material            Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation  <b>Organization, Unity, and Coherence:</b>            Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)            Select the most logical place to add a sentence in a paragraph</p>

TABLE D

<p><b>GEORGIA Grade 11 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading and/or Writing College Readiness Standards</b></p>
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>c. <b>Revises writing for specific audiences, purposes, and formality of the contexts.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<p>d. <b>Revises writing to sharpen the precision of word choice and achieve desired tone.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</p> <p>using some precise and varied vocabulary</p> <p>using several kinds of sentence structures to vary pace and to support meaning</p>
<p>e. <b>Revises text to highlight the individual voice and to improve sentence variety and style.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</p> <p>using some precise and varied vocabulary</p> <p>using several kinds of sentence structures to vary pace and to support meaning</p>
<p>f. <b>Edits writing to improve word choice, grammar, punctuation, etc.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p>

TABLE D

<p><b>GEORGIA Grade 11 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading and/or Writing College Readiness Standards</b></p>
	<p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

**CONVENTIONS**

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when **the words are spelled accurately and the sentences are grammatically correct.** Use of standard English conventions helps readers understand and follow the student's meaning, while **errors can be distracting and confusing.** Standard English conventions are the "good manners" of writing and speaking that make communication fluid.



TABLE D

<p><b>GEORGIA Grade 11 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading and/or Writing College Readiness Standards</b></p>
<p><b>ELA11C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p>	
<p>a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p>	<p><b>English College Readiness Standards</b></p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE D

GEORGIA Grade 11 English Language Arts Performance Standards	ACT English, Reading and/or Writing College Readiness Standards
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>b. <b>Correctly uses clauses</b> (i.e., main and subordinate), <b>phrases</b> (i.e., gerund, infinitive, and participial), <b>and mechanics of punctuation</b> (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).</p>	<p><b>English College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).</p>	<p><b>English College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p><b>ELA11C2.</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student</p>	
<p>a. Produces writing that conforms to appropriate manuscript requirements.</p>	
<p>b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	
<p>c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).</p>	
<p>d. Includes formal works cited or bibliography when applicable.</p>	
<p><b>LISTENING, SPEAKING, AND VIEWING</b></p>	
<p>The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.</p>	

TABLE D

GEORGIA Grade 11 English Language Arts Performance Standards	ACT English, Reading and/or Writing College Readiness Standards
<p><b>ELA11LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p>	
a. Initiates new topics in addition to responding to adult-initiated topics.	
b. Asks relevant questions.	
c. Responds to questions with appropriate information.	
d. Actively solicits another person’s comments or opinion.	
e. Offers own opinion forcefully without domineering.	
f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	
g. Gives reasons in support of opinions expressed.	
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
i. Employ group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
j. Divides labor so as to achieve the overall group goal efficiently.	
<p><b>ELA11LSV2.</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p>	
<p>When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:</p>	
a. Recognizes strategies used by the media to inform, persuade, entertain (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).	
b. Analyzes visual or aural techniques used in a media message for a particular audience and evaluates their effectiveness.	
c. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.	
d. Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.)	
e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.	
<p>When delivering and responding to presentations, the student:</p>	
a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.	

TABLE D

<b>GEORGIA Grade 11 English Language Arts Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
b. Evaluates and uses different effects (i.e., visual, music, sound, graphics) to create competent presentations or productions.	
c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.	
d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.	

TABLE E

GEORGIA Grade 11 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
WRITING	
<p>All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Expository writing is the focus for 11th grade; by the end of 11th grade, the student will demonstrate developing competency of specified strategies in expository writing. The student writes coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).</p>	
<p><b>ELA11W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p>	
<p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p>	
<p>b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.</p>	
<p>c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</p>	
<p>d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</p>	
<p>e. Writes texts of a length appropriate to address the topic or tell the story.</p>	
<p>f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	
<p>g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	
<p>The student composes an essay that compares and contrasts editorials or point/counterpoint articles representing contrasting opinions on a particular issue and analyzes the ways the two authors use language, style, syntax, and rhetorical strategies to argue their opposing viewpoints.</p>	
<p><b>ELA11W2.</b> The student demonstrates competence in a variety of genres.</p>	
<p>The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	

TABLE E

<b>GEORGIA Grade 11 English Language Arts Standards</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
<p>The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:</p>	
<p>a. Engages the interest of the reader.</p>	
<p>b. Formulates a coherent thesis or controlling idea.</p>	
<p>c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.</p>	
<p>d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.</p>	
<p>e. Includes a variety of information on relevant perspectives, as applicable.</p>	
<p>f. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.</p>	
<p>g. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.</p>	
<p>h. Demonstrates an understanding of the elements of expository discourse (i.e., purpose, speaker, audience, form).</p>	
<p>i. Incorporates elements of discourse from other writing genres into exposition.</p>	
<p>j. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, and analogy.</p>	
<p>k. Uses language, point of view, characterization, style, and related elements effectively for specific rhetorical and aesthetic purposes.</p>	
<p>l. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).</p>	
<p>The student produces persuasive writing that clearly, logically, and purposefully applies persuasive writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analysis, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.</p>	
<p>The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.</p>	



TABLE E

<b>GEORGIA Grade 11 English Language Arts Standards</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
<p>The student composes an essay that states, explains, and justifies the student writer's interpretation of a literary work, using only evidence from the primary text as support (e.g. characterization, setting, diction, point of view, structure, figurative language, imagery, tone, etc.).</p>	
<p><b>ELA11W3.</b> The student uses research and technology to support writing. The student</p>	
<p>a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.</p>	
<p>b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.</p>	
<p>c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	
<p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p>	
<p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals such as the Modern Language Association Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.</p>	
<p>f. Uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).</p>	
<p>g. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.</p>	
<p>The student composes a 1st person account of a figure from history, incorporating relevant factual information while writing as that person.</p>	
<p><b>ELA11W4.</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p>	
<p>a. Plans and drafts independently and resourcefully.</p>	
<p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p>	
<p>c. Revises writing for specific audiences, purposes, and formality of the contexts.</p>	
<p>d. Revises writing to sharpen the precision of word choice and achieve desired tone.</p>	
<p>e. Revises text to highlight the individual voice and to improve sentence variety and style.</p>	
<p>f. Edits writing to improve word choice, grammar, punctuation, etc.</p>	

TABLE E

GEORGIA Grade 11 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
<p>The student composes a timed, in-class essay that states, explains, and justifies the student writer's interpretation of a literary work, using only evidence from the primary text as support (e.g. characterization, setting, diction, point of view, structure, figurative language, imagery, tone, etc.).</p>	
<p>CONVENTIONS</p>	
<p>Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.</p>	
<p><b>ELA11C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p>	
<p>a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p>	
<p>b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens).</p>	
<p>c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).</p>	
<p>Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.</p>	
<p><b>ELA11C2.</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student</p>	
<p>a. Produces writing that conforms to appropriate manuscript requirements.</p>	
<p>b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	
<p>c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).</p>	

TABLE E

<b>GEORGIA Grade 11 English Language Arts Standards</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
d. Includes formal works cited or bibliography when applicable.	
Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.	
LISTENING, SPEAKING, AND VIEWING	
The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.	
<b>ELA11LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics.	
b. Asks relevant questions.	
c. Responds to questions with appropriate information.	
d. Actively solicits another person's comments or opinion.	
e. Offers own opinion forcefully without domineering.	
f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	
g. Gives reasons in support of opinions expressed.	
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
i. Employ group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
j. Divides labor so as to achieve the overall group goal efficiently.	
The student traces an image or a motif (e.g., bird image or light/dark motif) through a work of fiction, then engages in a Socratic seminar to determine the significance of the image in its various manifestations and of the observed pattern as it develops and contributes to the theme or underlying meaning.	
<b>ELA11LSV2.</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.	
When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:	

TABLE E

GEORGIA Grade 11 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
a. Recognizes strategies used by the media to inform, persuade, entertain (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).	
b. Analyzes visual or aural techniques used in a media message for a particular audience and evaluates their effectiveness.	
c. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.	
d. Identifies the aesthetic effects of a media presentation (i.e., layout, lighting, color, camera angles, background, etc.)	
e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.	
When delivering and responding to presentations, the student:	
a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.	
b. Evaluates and uses different effects (i.e., visual, music, sound, graphics) to create competent presentations or productions.	
c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.	
d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.	
The student investigates a current trend (e.g., a particular fashion trend, the profusion of SUVs, etc.) by	
a. researching the history of the trend;	
b. analyzing TV and print ads and/or TV shows and popular films that promote the trend;	
c. interviewing a cross section of students and adults to procure their views and insights about the trend.	
At the conclusion of the investigation, the student prepares a succinct, 1-2 page position paper that synthesizes the results of his/her research and takes a stand on an issue raised in the investigation. The student then presents and defends his/her position before the class, citing the results of the research as he/she fields questions and defends this position.	

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
<p>WRITING</p>	
<p>All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Continued development of expository writing is the focus for 12th grade; by the end of 12th grade, the student will demonstrate competency in expository writing. The student writes coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing exhibits the student’s awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).</p>	
<p><b>ELA12W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p>	
<p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer’s position on the issue</p> <p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer’s position on the issue</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>b. <b>Selects a focus, structure, and point of view relevant to the purpose</b>, genre expectations, audience, length, and format requirements.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing College Readiness Standards</b></p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>Focusing on the Topic:</b></p> <p>Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a thesis that establishes a focus on the writer’s position on the issue</p> <p>Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay</p> <p>Present a critical thesis that clearly establishes the focus on the writer’s position on the issue</p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>c. <b>Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</b></p>	<p><b>English College Readiness Standards</b></p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence that introduces a simple paragraph</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>d. <b>Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</b></p>	<p><b>English College Readiness Standards</b></p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</p> <p>using some precise and varied vocabulary</p> <p>using several kinds of sentence structures to vary pace and to support meaning</p>
<p>e. Writes texts of a length appropriate to address the topic or tell the story.</p>	
<p>f. <b>Uses traditional structures for conveying information</b> (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Developing a Position:</b></p> <p>Develop ideas by using some specific reasons, details, and examples</p> <p><b>Organizing Ideas:</b></p> <p>Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas</p>



TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
<p>g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the basic purpose or role of a specified phrase or sentence                      Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement                      Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation  <b>Writing</b> College Readiness Standards  <b>Developing a Position:</b>                      Develop most ideas fully, using some specific and relevant reasons, details, and examples                      Show clear movement between general and specific ideas and examples</p>
<p><b>ELA12W2.</b> The student demonstrates competence in a variety of genres.</p>	
<p>The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	
<p>The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:</p>	
<p>a. Engages the interest of the reader.</p>	
<p>b. Formulates a coherent thesis or controlling idea.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the central idea or main topic of a straightforward piece of writing                      Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal                      Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>
<p>c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the basic purpose or role of a specified phrase or sentence                      Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement                      Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.</p>	

TABLE F

GEORGIA Grade 12 English Language Arts Performance Standards	ACT English, Reading, and/or Writing College Readiness Standards
e. Includes a variety of information on relevant perspectives, as applicable.	
f. Anticipates and addresses readers' potential misunderstandings, biases, and expectations.	
g. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence that introduces a simple paragraph</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
h. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>i. <b>Demonstrates an understanding of the elements of expository discourse</b> (i.e., purpose, speaker, audience, form).</p>	
<p>j. Incorporates elements of discourse from other writing genres into exposition.</p>	
<p>k. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, analogy, and humor.</p>	
<p>l. <b>Varies language, point of view, characterization, style, and related elements effectively for different rhetorical and aesthetic purposes.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>
<p>m. <b>Attains closure</b> (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p><b>The student produces persuasive writing that clearly, logically, and purposefully applies persuasive writing strategies</b> acquired in previous grades in other genres of writing and <b>in</b> a variety of writing situations such as <b>expository compositions</b>, historical investigative reports, and literary analysis, <b>by raising the level of critical thinking skills</b> and rhetorical techniques and <b>the sophistication of the language and style.</b></p>	

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
<p>The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.</p>	
<p><b>ELA12W3.</b> The student uses research and technology to support writing. The student</p>	
<p>a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.</p>	
<p>b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.</p>	
<p>c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	
<p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p>	
<p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals such as the <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>, <i>Turabian</i>, <i>American Psychological Association</i>, etc.</p>	
<p>f. Uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).</p>	
<p>g. Integrates databases, graphics, and spreadsheets into word-processed documents.</p>	
<p>h. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.</p>	
<p><b>ELA12W4.</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p>	
<p>a. Plans and drafts independently and resourcefully.</p>	
<p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p>	<p><b>English</b> College Readiness Standards  <b>Topic Development in Terms of Purpose and Focus:</b>                      Identify the basic purpose or role of a specified phrase or sentence                      Delete a clause or sentence because it is obviously irrelevant to the essay                      Identify the central idea or main topic of a straightforward piece of writing                      Determine relevancy when presented with a variety of sentence-level details</p>

TABLE F

<p><b>GEORGIA Grade 12 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading, and/or Writing College Readiness Standards</b></p>
	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Writing College Readiness Standards</b></p> <p><b>Organizing Ideas:</b></p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p>
<p>c. <b>Revises writing for specific audiences, purposes, and formality of the contexts.</b></p>	<p><b>English College Readiness Standards</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>

TABLE F

<p><b>GEORGIA Grade 12 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading, and/or Writing College Readiness Standards</b></p>
	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Expressing Judgments:</b></p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p>
<p>d. <b>Revises text</b> to highlight the individual voice and to <b>improve sentence variety and style.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</p> <p>using some precise and varied vocabulary</p> <p>using several kinds of sentence structures to vary pace and to support meaning</p>
<p>e. <b>Revises writing to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.</b></p>	<p><b>English</b> College Readiness Standards</p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p>

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Writing</b> College Readiness Standards</p> <p><b>Using Language:</b></p> <p>Show competent use of language to communicate ideas by correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</p> <p>using some precise and varied vocabulary</p> <p>using several kinds of sentence structures to vary pace and to support meaning</p>
<p>f. Edits writing to improve word choice, grammar, punctuation, etc.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>

TABLE F

<p><b>GEORGIA Grade 12 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading, and/or Writing College Readiness Standards</b></p>
	<p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>



TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p><b>Conventions of Punctuation:</b></p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<p>CONVENTIONS</p>	
<p>Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student’s ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student’s meaning, while errors can be distracting and confusing. Standard English conventions are the “good manners” of writing and speaking that make communication fluid.</p>	
<p><b>ELA12C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p>	
<p>a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p>	<p><b>English</b> College Readiness Standards</p> <p><b>Organization, Unity, and Coherence:</b></p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

TABLE F

<p><b>GEORGIA Grade 12 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading, and/or Writing College Readiness Standards</b></p>
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p><b>Word Choice in Terms of Style, Tone, Clarity, and Economy:</b></p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE F

<p><b>GEORGIA Grade 12 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading, and/or Writing College Readiness Standards</b></p>
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>b. <b>Correctly uses clauses</b> (i.e., main and subordinate), <b>phrases</b> (i.e., gerund, infinitive, and participial), <b>and mechanics of punctuation</b> (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).</p>	<p><b>English College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p>

TABLE F

<p><b>GEORGIA Grade 12 English Language Arts Performance Standards</b></p>	<p><b>ACT English, Reading, and/or Writing College Readiness Standards</b></p>
	<p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p>c. <b>Demonstrates an understanding of sentence construction</b> (i.e., subordination, proper placement of modifiers, parallel structure) <b>and proper English usage</b> (i.e., consistency of verb tense, agreement).</p>	<p><b>English College Readiness Standards</b></p> <p><b>Sentence Structure and Formation:</b></p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p><b>Conventions of Usage:</b></p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p>

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
	<p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<p><b>ELA12C2.</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student</p>	
<p>a. Produces writing that conforms to appropriate manuscript requirements.</p>	
<p>b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. Produces writing that conforms to appropriate manuscript requirements.</p>	
<p>c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer’s own words, etc.).</p>	
<p>d. Includes formal works cited or bibliography when applicable.</p>	
<p>LISTENING, SPEAKING, AND VIEWING</p>	
<p>The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.</p>	
<p><b>ELA12LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student</p>	
<p>a. Initiates new topics in addition to responding to adult-initiated topics.</p>	
<p>b. Asks relevant questions.</p>	
<p>c. Responds to questions with appropriate information.</p>	
<p>d. Actively solicits another person’s comments or opinion.</p>	
<p>e. Offers own opinion forcefully without domineering.</p>	
<p>f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.</p>	
<p>g. Gives reasons in support of opinions expressed.</p>	

TABLE F

GEORGIA Grade 12 English Language Arts Performance Standards	ACT English, Reading, and/or Writing College Readiness Standards
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
j. Divides labor so as to achieve the overall group goal efficiently.	
<p><b>ELA12LSV2.</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p>	
<p>When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:</p>	
a. Identifies and evaluates strategies used by the media to inform, persuade, entertain, and transmit culture (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).	
b. Analyzes the impact of the media on the democratic process (i.e., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	
c. Identifies and evaluates the effect of media on the production and consumption of personal and societal values.	
d. Interprets and evaluates the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (i.e., graphic artists, documentary filmmakers, illustrators, news photographers).	
e. Critiques a speaker’s diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.	
f. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.	
<p>When delivering and responding to presentations, the student:</p>	
a. Uses rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.	
b. Distinguishes between and uses various forms of classical and contemporary logical arguments, including syllogisms and analogies.	
c. Uses ethical and emotional appeals that enhance a specific tone and purpose.	

TABLE F

<b>GEORGIA Grade 12 English Language Arts Performance Standards</b>	<b>ACT English, Reading, and/or Writing College Readiness Standards</b>
d. Applies appropriate interviewing techniques (i.e., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).	

TABLE G

<b>GEORGIA Grade 12 English Language Arts Standards</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
<p>WRITING</p>	
<p>All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Continued development of expository writing is the focus for 12th grade; by the end of 12th grade, the student will demonstrate competency in expository writing. The student writes coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (i.e., prewriting, drafting, revising, and editing successive versions).</p>	
<p><b>ELA12W1.</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student</p>	
<p>a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.</p>	
<p>b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.</p>	
<p>c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.</p>	
<p>d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.</p>	
<p>e. Writes texts of a length appropriate to address the topic or tell the story.</p>	
<p>f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p>	
<p>g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p>	
<p>The student composes an essay that compares and contrasts the relative merits of different ideas or entities (e.g., the relative merits of two to three colleges or universities or two or more critical views on a work of literature [e.g., formalist, feminist, postcolonial, archetypal, Marxist, etc.]).</p>	
<p><b>ELA12W2.</b> The student demonstrates competence in a variety of genres.</p>	
<p>The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.</p>	



TABLE G

GEORGIA Grade 12 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:	
a. Engages the interest of the reader.	
b. Formulates a coherent thesis or controlling idea.	
c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.	
d. Conveys information and ideas from primary and secondary sources, when applicable, accurately and coherently.	
e. Includes a variety of information on relevant perspectives, as applicable.	
f. Anticipates and addresses readers' potential misunderstandings, biases, and expectations.	
g. Maintains coherence by relating all topic sentences to the thesis or controlling idea, as applicable.	
h. Structures ideas and arguments effectively in a sustained way and follows an organizational pattern appropriate to the purpose and intended audience of the essay.	
i. Demonstrates an understanding of the elements of expository discourse (i.e., purpose, speaker, audience, form).	
j. Incorporates elements of discourse from other writing genres into exposition.	
k. Enhances meaning by employing rhetorical devices, including the use of parallelism, repetition, analogy, and humor.	
l. Varies language, point of view, characterization, style, and related elements effectively for different rhetorical and aesthetic purposes.	
m. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).	
The student produces persuasive writing that clearly, logically, and purposefully applies persuasive writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analysis, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.	

TABLE G

GEORGIA Grade 12 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
<p>The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades in other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques and the sophistication of the language and style.</p>	
<p>The student composes an essay that synthesizes information from a variety of writings in order to evaluate a specific person or group's stance on an issue (i.e., a specific economist's view on monetary policy or a specific country's economic policy).</p>	
<p><b>ELA12W3.</b> The student uses research and technology to support writing. The student</p>	
<p>a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.</p>	
<p>b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.</p>	
<p>c. Synthesizes information from multiple sources and identifies complexities, discrepancies, and different perspectives found in a variety of media (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>	
<p>d. Integrates quotations and citations into a written text while maintaining the flow of ideas.</p>	
<p>e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals such as the Modern Language Association Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.</p>	
<p>f. Uses systematic strategies to organize and record information (i.e., anecdotal scripting, annotated bibliographies).</p>	
<p>g. Integrates databases, graphics, and spreadsheets into word-processed documents.</p>	
<p>h. Designs and publishes documents, using such aids as advanced publishing software and graphic programs.</p>	
<p>The student composes an essay that synthesizes information from a variety of writings in order to evaluate a specific person or group's stance on an issue (i.e., a specific economist's view on monetary policy or a specific country's economic policy).</p>	
<p><b>ELA12W4.</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student</p>	
<p>a. Plans and drafts independently and resourcefully.</p>	
<p>b. Revises writing to improve the logic and coherence of the organization and controlling perspective.</p>	

TABLE G

GEORGIA Grade 12 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
c. Revises writing for specific audiences, purposes, and formality of the contexts.	
d. Revises text to highlight the individual voice and to improve sentence variety and style.	
e. Revises writing to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.	
f. Edits writing to improve word choice, grammar, punctuation, etc.	
The student composes an essay that explains and supports or refutes the strategies an author uses to make meaning in a literary text (e.g. diction, point of view, structure, figurative language, imagery, tone).	
<b>CONVENTIONS</b>	
Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.	
<b>ELA12C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student	
a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.	
b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).	
c. Demonstrates an understanding of sentence construction (i.e., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tense, agreement).	
Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.	
<b>ELA12C2.</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student	
a. Produces writing that conforms to appropriate manuscript requirements.	

TABLE G

GEORGIA Grade 12 English Language Arts Standards	ACT's WorkKeys Reading for Information Level Skills
b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. Produces writing that conforms to appropriate manuscript requirements.	
c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).	
d. Includes formal works cited or bibliography when applicable.	
Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.	
<b>LISTENING, SPEAKING, AND VIEWING</b>	
The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.	
<b>ELA12LSV1.</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics.	
b. Asks relevant questions.	
c. Responds to questions with appropriate information.	
d. Actively solicits another person's comments or opinion.	
e. Offers own opinion forcefully without domineering.	
f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	
g. Gives reasons in support of opinions expressed.	
h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	
i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	
j. Divides labor so as to achieve the overall group goal efficiently.	
The student conferences with the teacher during the research and draft stages of various assignments.	

TABLE G

<b>GEORGIA Grade 12 English Language Arts Standards</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
<p><b>ELA12LSV2.</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p>	
<p>When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:</p>	
<p>a. Identifies and evaluates strategies used by the media to inform, persuade, entertain, and transmit culture (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).</p>	
<p>b. Analyzes the impact of the media on the democratic process (i.e., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.</p>	
<p>c. Identifies and evaluates the effect of media on the production and consumption of personal and societal values.</p>	
<p>d. Interprets and evaluates the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (i.e., graphic artists, documentary filmmakers, illustrators, news photographers).</p>	
<p>e. Critiques a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.</p>	
<p>f. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.</p>	
<p>When delivering and responding to presentations, the student:</p>	
<p>a. Uses rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p>	
<p>b. Distinguishes between and uses various forms of classical and contemporary logical arguments, including syllogisms and analogies.</p>	
<p>c. Uses ethical and emotional appeals that enhance a specific tone and purpose.</p>	
<p>d. Applies appropriate interviewing techniques (i.e., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).</p>	

**TABLE G**

<b>GEORGIA Grade 12 English Language Arts Standards</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
<p>Working in small groups, students read and study selected texts concerning media literacy. Group members then select a particular program or type of program (e.g., Friends, pro-wrestling, plastic surgery TV) and prepare an investigative report on the effects of such media entities on personal and societal values. At the conclusion of the investigation, each group prepares a visual representation of the findings (e.g., a project board, a video, or a layout for a magazine exposé, etc.) to be displayed at a classroom "media literacy conference." At this conference, students have the opportunity to move around the room and peruse the displays before coming together to discuss the findings of each group.</p>	

TABLE H

<p><b>GEORGIA Reading and American Literature Performance Standards</b></p>	<p><b>ACT English, Reading and/or Writing College Readiness Standards</b></p>
<p>READING AND AMERICAN LITERATURE</p>	
<p><b>ELAALRL1.</b> The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>	
<p>The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding; the student:</p>	
<p>a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, in medias res, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods.</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Recognize a clear intent of an author or narrator in uncomplicated literary narratives                      Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives                      Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages                      Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages                      Infer the main idea or purpose of straightforward paragraphs in more challenging passages                      Summarize basic events and ideas in more challenging passages                      Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages                      Infer the main idea or purpose of more challenging passages or their paragraphs  <b>Supporting Details:</b>                      Locate basic facts (e.g., names, dates, events) clearly stated in a passage                      Locate simple details at the sentence and paragraph level in uncomplicated passages                      Recognize a clear function of a part of an uncomplicated passage                      Locate important details in uncomplicated passages                      Make simple inferences about how details are used in passages                      Locate important details in more challenging passages                      Locate and interpret minor or subtly stated details in uncomplicated passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>



TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>b. Identifies and analyzes patterns of imagery or symbolism.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>c. <b>Relates identified elements in fiction to theme or underlying meaning.</b></p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>  Summarize basic events and ideas in more challenging passages  Infer the main idea or purpose of more challenging passages or their paragraphs  <b>Supporting Details:</b>  Recognize a clear function of a part of an uncomplicated passage  Make simple inferences about how details are used in passages  Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>d. <b>Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.</b></p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>  Recognize a clear intent of an author or narrator in uncomplicated literary narratives  Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives  Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives  Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages  Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages  Infer the main idea or purpose of straightforward paragraphs in more challenging passages  Summarize basic events and ideas in more challenging passages  Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages  Infer the main idea or purpose of more challenging passages or their paragraphs  <b>Supporting Details:</b>  Locate basic facts (e.g., names, dates, events) clearly stated in a passage  Locate simple details at the sentence and paragraph level in uncomplicated passages  Recognize a clear function of a part of an uncomplicated passage  Locate important details in uncomplicated passages  Make simple inferences about how details are used in passages  Locate important details in more challenging passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>e. Analyzes the influence of mythic, traditional, or classical literature on American literature.</p>	
<p>f. Traces the history of the development of American fiction.</p>	
<p>The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:</p>	
<p>a. Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.</p>	<p><b>Reading College Readiness Standards</b></p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>b. Analyzes and evaluates the logic and use of evidence in an author's argument.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Supporting Details:</b></p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

TABLE H

GEORGIA Reading and American Literature Performance Standards	ACT English, Reading and/or Writing College Readiness Standards
	<p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p>



TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>The student identifies and analyzes elements of poetry from various periods of American literature and provides evidence from the text to support understanding; the student:</p>	
<p>a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.</p> <p>i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance</p> <p>ii. form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse</p> <p>iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion</p>	
<p>b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.</p>	
<p>c. Traces the historical development of poetic styles and forms in American literature</p>	
<p>The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic American literature and provides evidence from the text to support understanding; the student:</p>	
<p>a. Identifies and analyzes types of dramatic literature (i.e., political drama, modern drama, theatre of the absurd).</p>	
<p>b. Analyzes the characters, structures, and themes of dramatic literature.</p>	
<p>c. Identifies and analyzes dramatic elements, (i.e., stage directions, fourth wall, expressionism, minimalism, dramatic irony).</p>	
<p>d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.</p>	

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
<p><b>ELAALRL2.</b> The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding. The student</p>	
<p>a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.</p>	<p><b>Reading</b> College Readiness Standards  <b>Main Ideas and Author’s Approach:</b>                      Summarize basic events and ideas in more challenging passages                      Infer the main idea or purpose of more challenging passages or their paragraphs  <b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>b. Evaluates the way an author’s choice of words advances the theme or purpose of the work.</p>	<p><b>Reading</b> College Readiness Standards  <b>Supporting Details:</b>                      Recognize a clear function of a part of an uncomplicated passage                      Make simple inferences about how details are used in passages                      Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>
<p>c. Applies knowledge of the concept that a text can contain more than one theme.</p>	
<p>d. Analyzes and compares texts that express universal themes characteristic of American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes.</p>	
<p><b>ELAALRL3.</b> The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.</p>	
<p>The student relates a literary work to primary source documents of its literary period or historical setting; the student:</p>	
<p>a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.</p> <ul style="list-style-type: none"> <li>i. Native American literature</li> <li>ii. Colonial/Revolutionary/National literature</li> </ul>	

TABLE H

GEORGIA Reading and American Literature Performance Standards	ACT English, Reading and/or Writing College Readiness Standards
<p>b. Relates a literary work to the characteristics of the literary time period that it represents.</p> <ul style="list-style-type: none"> <li>i. Romanticism/Transcendentalism</li> <li>ii. Realism</li> <li>iii. Naturalism</li> <li>iv. Modernism (including Harlem Renaissance)</li> <li>v. Postmodernism</li> </ul>	
<p>The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (i.e., personal, meditative Colonial writing vs. public, political documents of the Revolutionary era, or replication of traditional European styles [Bradstreet, Taylor] vs. emerging distinctive American style [Dickinson, Whitman] in poetry).</p>	
<p>The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (i.e., satire, parody, allegory) that cross the lines of genre classifications.</p>	
<p><b>ELAALRL4.</b> The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student</p>	
<p>a. Demonstrate awareness of an author’s use of stylistic devices and an appreciation of the effects created by the devices.</p>	
<p>b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.</p>	
<p>c. Draw comparisons between specific incidents in a text and broader themes that illustrate the writer’s important beliefs or generalizations about life.</p>	
<p>d. Analyze multiple, relevant historical records of a single event and examine their critical relationships to a literary work.</p>	
<p>e. Include a formal works cited or bibliography when applicable.</p>	
<p><b>ELAALRL5.</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p>	
<p>a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.</p>	<p><b>Reading</b> College Readiness Standards  <b>Meanings of Words:</b>            Understand the implication of a familiar word or phrase and of simple descriptive language            Use context to understand basic figurative language            Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages            Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>b. Uses knowledge of mythology, the Bible, and other works often alluded to in American literature to understand the meanings of new words.</p>	
<p>c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.</p>	
<p>READING ACROSS THE CURRICULUM</p>	
<p><b>ELAALRC1.</b> The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. <b>The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.</b></p>	
<p><b>ELAALRC2.</b> The student participates in discussions related to curricular learning in all subject areas. The student</p>	
<p>a. Identifies messages and themes from books in all subject areas.</p>	
<p>b. Responds to a variety of texts in multiple modes of discourse.</p>	
<p>c. Relates messages and themes from one subject area to those in another area.</p>	
<p>d. Evaluates the merits of texts in every subject discipline.</p>	
<p>e. Examines the author’s purpose in writing.</p>	
<p>f. Recognizes the features of disciplinary texts.</p>	
<p><b>ELAALRC3.</b> <b>The student acquires new vocabulary in each content area and uses it correctly. The student</b></p>	
<p>a. <b>Demonstrates an understanding of contextual vocabulary in various subjects.</b></p>	<p><b>Reading</b> College Readiness Standards  <b>Meanings of Words:</b>                      Understand the implication of a familiar word or phrase and of simple descriptive language                      Use context to understand basic figurative language                      Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages                      Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages                      Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages                      Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p>b. Uses content vocabulary in writing and speaking.</p>	

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
<p>c. Explores understanding of new words found in subject area texts.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Meanings of Words:</b></p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<p><b>ELAALRC4.</b> The student establishes a context for information acquired by reading across subject areas. The student</p>	
<p>a. Explores life experiences related to subject area content.</p>	
<p>b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.</p>	
<p>c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.</p>	<p><b>Reading</b> College Readiness Standards</p> <p><b>Main Ideas and Author’s Approach:</b></p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p><b>Supporting Details:</b></p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p>

TABLE H

<p><b>GEORGIA Reading and American Literature Performance Standards</b></p>	<p><b>ACT English, Reading and/or Writing College Readiness Standards</b></p>
	<p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>Sequential, Comparative, and Cause-Effect Relationships:</b></p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p><b>Meanings of Words:</b></p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE H

<b>GEORGIA Reading and American Literature Performance Standards</b>	<b>ACT English, Reading and/or Writing College Readiness Standards</b>
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p><b>Generalizations and Conclusions:</b></p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE I

GEORGIA Reading and American Literature	ACT's WorkKeys Reading for Information Level Skills
READING AND AMERICAN LITERATURE	
<p><b>ELAALRL1.</b> The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>	
<p>The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding; the student:</p>	
<p>a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, in medias res, flashback, frame narrative, epistolary narrative) in works of American fiction from different time periods.</p>	
<p>b. Identifies and analyzes patterns of imagery or symbolism.</p>	
<p>c. Relates identified elements in fiction to theme or underlying meaning.</p>	
<p>d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.</p>	
<p>e. Analyzes the influence of mythic, traditional, or classical literature on American literature.</p>	
<p>f. Traces the history of the development of American fiction.</p>	
<p>The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:</p>	
<p>a. Analyzes and explains the structures and elements of nonfiction works of American literature such as letters, journals and diaries, speeches, and essays.</p>	
<p>b. Analyzes and evaluates the logic and use of evidence in an author's argument.</p>	
<p>c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.</p>	
<p>The student identifies and analyzes elements of poetry from various periods of American literature and provides evidence from the text to support understanding; the student:</p>	



TABLE I

<b>GEORGIA Reading and American Literature</b>	<b>ACT's WorkKeys Reading for Information Level Skills</b>
<p>a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.</p> <ul style="list-style-type: none"> <li>i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance</li> <li>ii. form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse</li> <li>iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion</li> </ul>	
<p>b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.</p>	
<p>c. Traces the historical development of poetic styles and forms in American literature</p>	
<p>The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic American literature and provides evidence from the text to support understanding; the student:</p>	
<p>a. Identifies and analyzes types of dramatic literature (i.e., political drama, modern drama, theatre of the absurd).</p>	
<p>b. Analyzes the characters, structures, and themes of dramatic literature.</p>	
<p>c. Identifies and analyzes dramatic elements, (i.e., stage directions, fourth wall, expressionism, minimalism, dramatic irony).</p>	
<p>d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.</p>	
<p><b>ELAALRL2.</b> The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding. The student</p>	
<p>a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.</p>	
<p>b. Evaluates the way an author's choice of words advances the theme or purpose of the work.</p>	
<p>c. Applies knowledge of the concept that a text can contain more than one theme.</p>	
<p>d. Analyzes and compares texts that express universal themes characteristic of American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes.</p>	
<p><b>ELAALRL3.</b> The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.</p>	

TABLE I

<p><b>GEORGIA Reading and American Literature</b></p>	<p><b>ACT's WorkKeys Reading for Information Level Skills</b></p>
<p>The student relates a literary work to primary source documents of its literary period or historical setting; the student:</p>	
<p>a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.</p> <ul style="list-style-type: none"> <li>i. Native American literature</li> <li>ii. Colonial/Revolutionary/National literature</li> </ul>	
<p>b. Relates a literary work to the characteristics of the literary time period that it represents.</p> <ul style="list-style-type: none"> <li>i. Romanticism/Transcendentalism</li> <li>ii. Realism</li> <li>iii. Naturalism</li> <li>iv. Modernism (including Harlem Renaissance)</li> <li>v. Postmodernism</li> </ul>	
<p>The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (i.e., personal, meditative Colonial writing vs. public, political documents of the Revolutionary era, or replication of traditional European styles [Bradstreet, Taylor] vs. emerging distinctive American style [Dickinson, Whitman] in poetry).</p>	
<p>The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (i.e., satire, parody, allegory) that cross the lines of genre classifications.</p>	
<p><b>ELAALRL4.</b> The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student</p>	
<p>a. Demonstrate awareness of an author's use of stylistic devices and an appreciation of the effects created by the devices.</p>	
<p>b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.</p>	
<p>c. Draw comparisons between specific incidents in a text and broader themes that illustrate the writer's important beliefs or generalizations about life.</p>	
<p>d. Analyze multiple, relevant historical records of a single event and examine their critical relationships to a literary work.</p>	
<p>e. Include a formal works cited or bibliography when applicable.</p>	
<p><b>ELAALRL5.</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p>	
<p>a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.</p>	

TABLE I

GEORGIA Reading and American Literature	ACT's WorkKeys Reading for Information Level Skills
b. Uses knowledge of mythology, the Bible, and other works often alluded to in American literature to understand the meanings of new words.	
c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	
READING ACROSS THE CURRICULUM	
<b>ELAALRC1.</b> The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
<b>ELAALRC2.</b> The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	
b. Responds to a variety of texts in multiple modes of discourse.	
c. Relates messages and themes from one subject area to those in another area.	
d. Evaluates the merits of texts in every subject discipline.	
e. Examines the author's purpose in writing.	
f. Recognizes the features of disciplinary texts.	
<b>ELAALRC3.</b> The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	
b. Uses content vocabulary in writing and speaking.	
c. Explores understanding of new words found in subject area texts.	
<b>ELAALRC4.</b> The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	