

Georgia Milestones

Assessment System



Study/Resource Guide for Students and Parents English Language Arts Grade 7



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions for English Language Arts. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

Study/Resource Guide

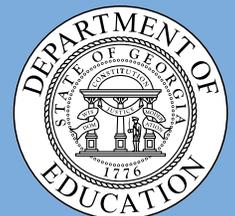


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INTRODUCTION

Please see the *Study/Resource Guide for Students and Parents: Introduction and Overview* document for valuable information about how to use this guide.

DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires students to recognize and identify a type of sentence.

English Language Arts (ELA) Grade 7 Content Domain: Writing and Language

Standard: ELAGSE7L1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Read this sentence.

I went to the spring to get some water, and I saw a deer drinking there.

Which type of sentence is this?

- A. simple
- B. compound
- C. complex
- D. compound complex

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) compound. The sentence has two independent clauses joined by a comma and a coordinating conjunction. Choice (A) is incorrect because there is more than one independent clause. Choices (C) and (D) are incorrect because the sentence does not have a subordinate clause.

Example Items 2–4

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an informational essay.

Before you begin writing your essay, you will read two passages and answer one multiple-choice question and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an informational essay about providing food to wild birds.

These are the titles of the passages you will read:

1. Stop Feeding Wild Birds
2. For the Birds

Stop Feeding Wild Birds

Many people believe that they can do their part to help wildlife by providing food for wild birds. People believe it helps the birds become healthier and stronger and ensures the birds have food during times of scarcity. Often, however, this isn't the case. In natural settings, birds feed on a wide variety of foods that nature provides for them and that satisfies all their nutritional requirements. At artificial feeding sites, many birds have been found to suffer from diseases and poor nutrition. The foods many people choose to feed birds, such as bread, crackers, and popcorn, are low in protein.

Natural food locations are scattered everywhere. Birds that have to look for food on their own can easily find it in places where they can eat in relative seclusion. At artificial feeding sites, however, the birds often have to compete. Artificial feeding attracts birds in large numbers and encourages them to linger at the sites, looking for handouts rather than following their natural migration paths south. Many birds are unable to compete because the competition is too high. Furthermore, the number of birds that remain near the feeders often exceeds the natural water supplies in the area. When birds change their migration patterns or stop migrating altogether, many of them may not survive the winter. If people stopped feeding them before the time they normally migrate, the birds would have a better chance of finding natural foods and following their companions to warmer climates.

Wild birds can become dependent on the handouts. When this happens, their behaviors change. Many become aggressive as they struggle to compete for their share. Many lose their wariness of humans and, eventually, their wildness.

In order to keep these creatures wild, people must stop feeding them. They can still visit sites where birds nest and enjoy these birds in their natural habitats, not in artificial ones.

For the Birds

As you learn to enjoy the beauty of birdlife around your home, you may wish to improve the habitat in your yard so that more birds will visit your property. You can attract birds by placing bird feeders, nest boxes, and birdbaths in your backyard and by planting a variety of trees, shrubs, and flowers. These can provide good nesting sites, winter shelter, places to hide from predators, and natural food supplies that are available year-round.

It doesn't matter where you live—in an apartment, a townhouse, or a single-family dwelling in the city, suburbs, or country. Just stand still, and you'll hear them—wild birds. It is hard to imagine life without them.

Bird watching is one of the fastest growing forms of outdoor recreation in the country. Each year millions of people discover for the first time the joys of bird watching. It's easy to understand why. Birds are fun to watch. And you can watch them just about everywhere. The most convenient place to start is right in your own backyard. All it takes to get their attention is food or water, a place to build a nest, and appropriate vegetation.

When you want to attract a particular bird species and keep it returning to your backyard, what you do will be determined by where you live and the time of year. When the ground is covered with snow and ice, it's hard to resist tossing seed out the door. But it's healthier for the birds to get their handouts at a feeding station rather than off the ground. You can start simply with a piece of scrap wood elevated a few inches above the ground. Add a few holes for drainage, and you've built a platform feeder. It won't be long before the birds find it. If too many birds at your feeder become a problem, you can control their numbers by putting out smaller amounts of seed or by using specialty seeds or restrictive feeders that will attract only certain species. If you fill your feeder only when it's empty, the birds will look for food elsewhere.

Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because the student has to use the context clues in the text to determine the meaning of an unknown phrase.

English Language Arts (ELA) Grade 7 Content Domain: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE7L4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Which is the BEST definition for the phrase *relative seclusion* as it is used in the excerpt from “Stop Feeding Wild Birds”?

Natural food locations are scattered everywhere. Birds that have to look for food on their own can easily find it in places where they can eat in relative seclusion. At artificial feeding sites, however, the birds often have to compete.

- A. quiet
- B. shelter
- C. privacy
- D. isolation

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) privacy. The sentence makes it clear that the birds can eat in privacy, or without being disturbed, because their food sources are “scattered” over an area. Choice (A) is incorrect because the paragraph implies that scattered food sources prevent competition, not the absence of noise. Choice (B) is incorrect because it implies that the birds are somehow safer if the birds do not feed near one another; the sentences do not suggest this. Choice (D) is incorrect because it presumes that the birds have removed themselves entirely from other feeding birds.

Example Item 3. *Continued.*

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts • Includes specific examples/details that make clear reference to the texts • Adequately contrasts the authors’ support for arguments with clearly relevant information based on the texts
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts • Includes vague/limited examples/details that make reference to the texts • Contrasts the authors’ support for arguments with vague/limited information based on the texts
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts

Example Item 3. *Continued.*

Exemplar Response

Points Awarded	Sample Response
2	<p>The authors use different styles of writing to present their views about feeding wild birds, and they use different types of evidence to support their views. The author of “Stop Feeding Wild Birds” uses a straightforward, explanatory tone. The passage begins by addressing the fact that many people believe feeding birds helps them survive. Then it provides a series of facts that explain why this belief is incorrect. This passage outlines the problems, giving specific examples of how feeding wild birds can harm them. For example, the passage talks about how feeding wild birds makes them dependent on humans because the birds are no longer able to find food for themselves, and they can fall out of their natural migration patterns.</p> <p>The author of “For the Birds” appeals to people’s emotions about caring for wildlife. The passage begins by stressing the enjoyment people can get from observing and caring for birds and then provides suggestions for how to set up a feeding station. The author claims that properly managing a feeding station can eliminate some of the problems that can occur as a result of feeding wild birds. The passage focuses on the enjoyment people get from wild birds and clearly promotes the practice for the sake of the birds as well as the people.</p>
1	<p>The authors use different styles of writing to present their views about feeding wild birds, and they use different types of evidence to support their views. The author of “Stop Feeding Wild Birds” uses a straightforward, explanatory style to outline the problems with feeding the birds. It then includes specific instances in which feeding wild birds has harmed them. The author of “For the Birds” stresses the enjoyment people can get from observing and caring for birds and then encourages the practice of feeding.</p>
0	<p>The authors use different evidence to present their points of view about feeding wild birds and whether it is good for the birds or whether it actually harms them.</p>

Example Item 4

Extended Writing-Response

DOK Level 4: This is a DOK level 4 item because it goes beyond explaining to analyzing and synthesizing information from different sources. The student must combine ideas from the two passages and write an essay in response to an extended writing-response.

English Language Arts (ELA) Grade 7 Content Domain: Writing and Language

Genre: Informational

Standards:

ELAGSE7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE7L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE7L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 89 and 90 to see why this example would earn the maximum number of points.

Wild birds are everywhere. People love to watch birds and listen to their beautiful songs. Many people are interested in providing food to wild birds. However, if you wish to feed wild birds, there are important factors to consider.

First, birds need special nutrition to stay healthy. Some people feed them things like bread, crackers, or popcorn. These foods do not have enough protein. If you wish to feed birds, find out which foods are healthiest for them. Use birdseed that is especially made for the type of bird you are looking to feed. Birds also need to drink water. There may not be enough natural water supplies in your area. It is a good idea to set up a birdbath to provide extra drinking water for the birds.

Second, some birds can get diseases at artificial feeding sites. To prevent disease, make a feeding station that is at least a few inches above the ground and has holes for water to drain out. This is healthier for birds than eating seed that is sprinkled directly on the ground. Also, disease can spread more easily when large numbers of birds gather at a feeding station. To limit the number of birds at your feeder, try putting out smaller amounts of seed. Or, you can use special seeds or feeders that only attract certain types of birds.

Finally, birds are wild animals. They are not pets. They must be able to find their own food in the wild. If people feed them too often, they may start to rely on feeders instead of flying to where they can find food in nature. They might even get aggressive because they are competing for food, or they might lose their fear of humans and not be wild anymore. Therefore, if you feed birds, it may be better not to feed them too often. Wait until the feeder is empty before filling it again. This will give the birds a chance to seek out other sources of food. Also, try to wait until after the time the birds in your area normally migrate. This way, you will not cause any birds to delay their migration. For example, it might be best to feed birds only in the middle of winter instead of putting out food in the spring or fall when birds are migrating to new areas.

Feeding birds can be a fun hobby. But people must be careful to feed birds the right kind of food, in the right type of feeding station, and at the right time of year. They should also be careful not to feed too much. This way, birds can stay healthy and wild, just the way birds are supposed to be.

CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 7 English Language Arts EOG assessment. This includes main ideas and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

Content Description

The literary passages in the English Language Arts test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary. You may be asked to write a narrative in response to a prompt based on a literary passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for a theme and/or central idea as you read. Think about how the author develops and supports this theme or central idea over the course of the passage.
- Think about how particular elements of a passage interact (e.g., how settings shape the characters or plot, how conflict drives the action in a passage).
- Summarize the passage in a way that makes it impossible to determine your personal feelings about the passage.

Craft and Structure

- Make sure you understand the words and phrases as you read, including the impact of figurative language (e.g., metaphor, simile, hyperbole, personification, idiom).
- Think about how sound contributes to meaning, tone, or mood in a passage.
- Think about how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Think about how characters and narrators may have differing points of view and understand how these differences are developed by the author.

Integration of Knowledge and Ideas

- When reading nonfiction passages and fictional passages addressing the same time period, compare and contrast how the two passages approach the historical period.
- Think about setting, plot, characterization, and other narrative elements in passages and compare these elements to aspects of a historical account of an event.

KEY TERMS

Literary texts: Literary texts are passages that are stories, dramas, or poems. (RL)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text. By contrast, an **explicit** idea or message is fully stated or revealed by the author. The author tells the reader exactly what he or she needs to know. (RL1)

Theme: The theme of a literary text is its lesson or message. For example, a story could be about two friends who like to do things together, and the theme might be the importance of friendship. (RL2)

Central idea: The central idea is the most important point or idea that the author is making in a passage. The central idea is also known as the main idea. (RL2)

Objective summary: An objective summary is an overview of a passage that captures the main points but does not give every detail and does not include opinions. (RL2)

Plot: The specific order of a series of events that form a story is known as the plot. (RL3)

Characterization: Characterization refers to the way an author develops a character over the course of a passage. (RL3)

Setting: Setting refers to where and when a story takes place, including the time of day, the season, or the location. (RL3)

Resolution: In most stories, there is a **conflict** or problem. The resolution is the solution to the problem or the end of the main dramatic conflict. (RL3)

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the actual meaning of a word or phrase. For example, if someone tells you to *open the door*, you can open a physical door. If someone tells you to *open the door to your heart*, you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. (RL4)

The following are examples of figurative language:

- **Personification:** When a writer describes an object as if it were a person, he or she is using personification; for example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they moved gently in the breeze. (RL4)
- **Simile:** A simile is a comparison using *like* or *as*; for example, *She is as pretty as a picture*. (RL4)
- **Metaphor:** A metaphor is a direct comparison that states one thing is another. It isn't meant to be literal, but descriptive. For example, if someone describes recess by saying that *it was a zoo*, he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (RL4)
- **Hyperbole:** Hyperbole is exaggeration beyond belief. *My father can lift two tons* is an example of hyperbole. (RL4)

- **Idiom:** An idiom is a quirky expression or saying that is specific to a language. *I've been on cloud nine all day!* is an expression used in the English language to express that someone is having a great day. (RL4)
- **Alliteration:** Alliteration is the use of the same sound to start several words in a row; for example, *The beautiful butterfly blew by the bay.* Literary devices such as alliteration can have a big impact on poems, stories, and dramas. (RL4)

Connotative meaning: A meaning beyond the explicit meaning of a word is known as a connotative meaning. For example, the word *childlike* connotes innocence. Connotations are meanings inferred from certain words. (RL4)

Soliloquy: A soliloquy is a speech in a literary text or drama in which a character tells the audience how he or she feels by talking to herself or himself. A soliloquy can help the audience gain understanding of a character's inner thoughts, feelings, and motivations. (RL5)

Sonnet: A sonnet is a form of poetry that contains fourteen lines and a special rhyme scheme. A sonnet contains four **stanzas**, or sections of a poem. The first three stanzas in a sonnet have four lines each and follow the rhyme scheme *abab*, in which every other line rhymes. The final stanza has two lines that follow the rhyme scheme *cc*, in which the final two lines rhyme. (RL5)

Point of view: The perspective from which a story is told is called the point of view. The point of view depends on who the narrator is and how much he or she knows. The point of view could be first person (*I went to the store*), second person (*You went to the store*), or third person (*He went to the store*). (RL6)

Compare and contrast: Though similar, comparing is analyzing two things, such as characters or stories, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or stories. (RL7, RL9)

Genre: A genre is the category of a text, such as fiction or nonfiction. Each genre has a particular style, form, and content. (RL9)

Historical account: A historical account is a factual description of situations, occasions, or events that actually occurred in the past. By contrast, a **fictional portrayal** is an imaginative description of situations, occasions, or events that may or may not have actually happened in the past. If a fictional portrayal is based on actual historical events, details may be changed or characters may be added by the author to enhance the situation for greater emotional impact. (RL9)

Important Tips

-  Use details to support ideas and answer *what* you know and *how* you know it.
-  Try to answer the question before you read the answer choices.
-  Try to read the questions about a literary text before you read the entire text.
-  Reread a literary text as you answer the questions to gain a better understanding.

SAMPLE ITEMS

Read the passage and answer questions 1 through 6.

Around the World in Eighty Days

by Jules Verne

- 1 Mr. Phileas Fogg lived, in 1872, at No. 7, Saville Row, Burlington Gardens, the house in which Sheridan died in 1814. He was one of the most noticeable members of the Reform Club, though he seemed always to avoid attracting attention; an enigmatical¹ personage, about whom little was known, except that he was a polished man of the world. People said that he resembled Byron—at least that his head was Byronic; but he was a bearded, tranquil² Byron, who might live on a thousand years without growing old. . . .
- 2 Was Phileas Fogg rich? Undoubtedly. But those who knew him best could not imagine how he had made his fortune, and Mr. Fogg was the last person to whom to apply for the information. He was not lavish, nor, on the contrary, avaricious;³ for, whenever he knew that money was needed for a noble, useful, or benevolent⁴ purpose, he supplied it quietly and sometimes anonymously. He was, in short, the least communicative of men. He talked very little, and seemed all the more mysterious for his taciturn⁵ manner. His daily habits were quite open to observation; but whatever he did was so exactly the same thing that he had always done before, that the wits of the curious were fairly puzzled.
- 3 Had he travelled? It was likely, for no one seemed to know the world more familiarly; there was no spot so secluded that he did not appear to have an intimate acquaintance with it. He often corrected, with a few clear words, the thousand conjectures⁶ advanced by members of the club as to lost and unheard-of travelers, pointing out the true probabilities, and seeming as if gifted with a sort of second sight, so often did events justify his predictions. He must have travelled everywhere, at least in the spirit. . . .
- 4 Phileas Fogg was not known to have either wife or children, which may happen to the most honest people; either relatives or near friends, which is certainly more unusual. He lived alone in his house in Saville Row, whither none penetrated. A single domestic sufficed to serve him. He breakfasted and dined at the club, at hours mathematically fixed, in the same room, at the same table, never taking his meals with other members, much less bringing a guest with him; and went home at exactly midnight, only to retire at once to bed. . . . When he chose to take a walk it was with a regular step in the entrance hall with its mosaic flooring, or in the circular gallery. . . . When he breakfasted or dined all the resources of the club—its kitchens and pantries, its buttery and dairy—aided to crowd his table . . . he was served by the gravest waiters, in dress coats, and shoes with swan-skin soles . . . and on the finest linen; . . . while his beverages were refreshingly cooled with ice, brought at great cost from the American lakes. . . .

¹enigmatical—mysterious

²tranquil—calm

³avaricious—greedy

⁴benevolent—kind

⁵taciturn—silent

⁶conjectures—guesses

Item 1

Selected-Response

How does the description in paragraph 4 shape the character of Phileas Fogg?

- A. It shows that Fogg tends to live an isolated life.
- B. It reveals that Fogg finds it difficult to trust others.
- C. It demonstrates that Fogg is largely misunderstood.
- D. It suggests that Fogg is often in conflict with people.

Item 2

Selected-Response

Read this excerpt from the passage.

He was one of the most noticeable members of the Reform Club, though he seemed always to avoid attracting attention; an enigmatical personage, about whom little was known, except that he was a polished man of the world.

Which central idea of the passage does this excerpt help to develop?

- A. Phileas Fogg is not well understood by others.
- B. Phileas Fogg has difficulty making friends.
- C. Phileas Fogg tries to disguise himself.
- D. Phileas Fogg is not confident in himself.

Item 3

Selected-Response

Read the sentence from paragraph 4 of the passage.

He lived alone in his house in Saville Row, whither none penetrated. A single *domestic* sufficed to serve him.

What is the meaning of the word *domestic* in the sentence?

- A. someone who works in business
- B. someone who does farm work
- C. someone who works at a club
- D. someone who does household work

Item 4

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

What conclusion about Phileas Fogg can the reader **MOST LIKELY** draw from the passage?

- A. He is a person of strict habits.
- B. He writes about his travels.
- C. He has become wealthy from investments in charities.
- D. He frequently entertains friends in his large home.

Part B

Which paragraph from the passage **BEST** supports the answer in Part A?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

Item 5

Drag-and-Drop Technology-Enhanced

Move ONE statement into the chart that shows how the characterization of Phileas Fogg shapes his actions. Then, move the sentence from the passage into the chart that supports that statement.

How Characterization of Phileas Fogg Shapes His Actions	Sentence That Supports Statement

How Characterization of Phileas Fogg Shapes His Actions

Fogg's reserved nature leads him to avoid attracting unwanted recognition.

Fogg's need for solitude leads him to socialize only with employees.

Fogg's respect for education leads him to act as a teacher to those around him.

Fogg's restless nature leads him to engage in continual activity.

Sentence That Supports Statement

... whenever he knew that money was needed for a noble, useful, or benevolent purpose, he supplied it quietly and sometimes anonymously.

He often corrected, with a few clear words, the thousand conjectures advanced by members of the club ...

When he chose to take a walk it was with a regular step in the entrance hall with its mosaic flooring ...

... he was served by the gravest waiters, in dress coats, and shoes with swan-skin soles ... and on the finest linen; ... while his beverages were refreshingly cooled with ice ...

Select to Respond

- ➡ Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 5.

Item 5. *Continued.*

How Characterization of Phileas Fogg Shapes His Actions	Sentence That Supports Statement
<p><u>How Characterization of Phileas Fogg Shapes His Actions</u></p> <p>Fogg’s reserved nature leads him to avoid attracting unwanted recognition.</p> <p>Fogg’s need for solitude leads him to socialize only with employees.</p> <p>Fogg’s respect for education leads him to act as a teacher to those around him.</p> <p>Fogg’s restless nature leads him to engage in continual activity.</p>	<p><u>Sentence That Supports Statement</u></p> <p>. . . whenever he knew that money was needed for a noble, useful, or benevolent purpose, he supplied it quietly and sometimes anonymously.</p> <p>He often corrected, with a few clear words, the thousand conjectures advanced by members of the club . . .</p> <p>When he chose to take a walk it was with a regular step in the entrance hall with its mosaic flooring . . .</p> <p>. . . he was served by the gravest waiters, in dress coats, and shoes with swan-skin soles . . . and on the finest linen; . . . while his beverages were refreshingly cooled with ice . . .</p>

 Use a mouse, touchpad, or touchscreen to move the sentences and details below the chart into the boxes in the chart.

Item 6

Extended Constructed-Response

Around the World in Eighty Days was written using third-person point of view. Rewrite the beginning of the story from Phileas Fogg’s point of view.

Use details from the passage in your answer.

Narrative Writer’s Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a context for the experience and a point of view.
- Introduce a narrator and/or characters.
- Organize events in a natural and logical order.
 - Use a variety of transitions to sequence the events and to indicate shifts from one time frame or setting to another.
- Use dialogue, description, and/or pacing to:
 - develop events.
 - develop characters.
 - develop experiences.
- Use precise words and phrases, relevant descriptive details, and sensory language to communicate the action and to describe the events.
- Include a conclusion that reflects on the experience in your narrative.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer’s Checklist as you write and proofread your narrative.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE7RL3 Literary	2	A	The correct answer is choice (A) It shows that Fogg tends to live an isolated life. The paragraph develops the idea that Fogg has no family or acquaintances and that no one ever enters his home. Choices (B), (C), and (D) are incorrect because there is no evidence that Fogg finds it difficult to trust, is misunderstood, or is in conflict with others.
2	ELAGSE7RL2 Literary	2	A	The correct answer is choice (A) Phileas Fogg is not well understood by others. This is correct because in this excerpt, Fogg is described as an enigma. Choices (B), (C), and (D) all represent misinterpretations of Phileas Fogg’s character.
3	ELAGSE7RL4 Literary	2	D	The correct answer is choice (D) someone who does household work. This is correct given the context of the word in paragraph 4 of the passage (“serve” and the description of the house in the preceding sentence). Choices (A), (B), and (C) touch on other points in the passage but are not supported by context within the sentence or paragraph 4.
4	ELAGSE7RL1 Literary	3	A/D	The correct answers are choice (A) He is a person of strict habits, and choice (D) paragraph 4. The passage emphasizes the rigid routines that Fogg follows, and paragraph 4 is the paragraph that includes details of Fogg’s various habits. In Part A, choices (B), (C), and (D) are incorrect because these choices are related to ideas in the passage but not supported as inferences. In Part B, choices (A), (B), and (C) relate to ideas in Part A but are not correct.
5	ELAGSE7RL3 Literary	3	N/A	See scoring rubric and exemplar response on page 27.
6	ELAGSE7W3	4	N/A	See scoring rubric beginning on page 87 and sample responses on page 28.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 5

Scoring Rubric

Points	Description
2	The student correctly fills in both columns.
1	The student correctly fills in the first column.
0	The student correctly fills in the second column or does not correctly fill in either column.

Exemplar Response

The correct response is shown below.

How Characterization of Phileas Fogg Shapes His Actions	Sentence That Supports Statement
Fogg's reserved nature leads him to avoid attracting unwanted recognition.	... whenever he knew that money was needed for a noble, useful, or benevolent purpose, he supplied it quietly and sometimes anonymously.
<u>How Characterization of Phileas Fogg Shapes His Actions</u>	<u>Sentence That Supports Statement</u>
Fogg's need for solitude leads him to socialize only with employees.	He often corrected, with a few clear words, the thousand conjectures advanced by members of the club ...
Fogg's respect for education leads him to act as a teacher to those around him.	When he chose to take a walk it was with a regular step in the entrance hall with its mosaic flooring ...
Fogg's restless nature leads him to engage in continual activity.	... he was served by the gravest waiters, in dress coats, and shoes with swan-skin soles ... and on the finest linen; ... while his beverages were refreshingly cooled with ice ...

The correct response for the first column is “Fogg’s reserved nature leads him to avoid attracting unwanted recognition.” This statement best shows how the characterization of Phileas Fogg shapes his actions. The author states that although Fogg was one of the “most noticeable members of the Reform Club,” he “seemed to always avoid attracting attention.” The author also states that Fogg is a person “about whom little was known.” The correct response for the second column is “. . . whenever he knew that money was needed for a noble, useful, or benevolent purpose, he supplied it quietly and sometimes anonymously.” This sentence is the best support for the characterization of Fogg since it directly shows how his desire to remain unnoticed affects his actions. Fogg gives money without giving his name; he does this so as not to solicit any attention for his generosity.

Item 6

To view the four-point holistic rubric for a text-based narrative response, see pages 87 and 88.

Exemplar Response

Points Awarded	Sample Response
4	<p>My name is Phileas Fogg. I live at No. 7 Saville Row, Burlington Gardens. It is the very house in which Sheridan died in 1814. I was not there, of course. I was not even born then. I belong to the Reform Club. People act as if they know and respect me, but they actually know very little about me. I keep to myself. I prefer books to human companionship, although I have travelled extensively around the world. People consider me to be a gentleman who looks like a famous poet. I don't see the resemblance, myself.</p> <p>I have enough money to live in a fine home and own lovely things, but I don't make a big deal of them. I am not a recluse either. I am out and about on the streets of London or any city that I visit, where people can observe me openly. I am watching them as well. It's a silly kind of game, but I enjoy watching people who think they know and understand me. I let them think what they wish, and then I go back home or to the club where I eat well and think about what I have read or seen that day. It is a wonderful life. I wouldn't change it for the world.</p>
3	<p>My name is Phileas Fogg, and I live alone in London. Most people don't know much about me, as I keep to myself most of the time. There are things about me that one cannot see from the outside.</p> <p>For example, everyone seems to know that I'm rich, but they may not know that I love to share my money with good causes. Everyone seems to think that I do the exact same things every day, such as eat my meals at the same table at the Reform Club at the same exact time, but they may not know that I've travelled all around the world. Everyone seems to think that I'm a lonely man, but that's not the truth.</p> <p>I suppose I can see the reasons why others see me as a mysterious person. But if a person were to get to know me, they would see that I'm not so mysterious at all.</p>
2	<p>I am the type of man that likes to be alone, even when I go out and eat by myself at the restaurant. People in town seem to say that I, Phileas Fogg, am a quiet man. People wonder about me, my house, my money, and even my world travels. They don't know as much about me as they think they do, but that's how I like it.</p>
1	<p>My name is Phileas Fogg. I live in an old house in London, and I hardly talk to anyone. But I'm not so lonely.</p>
0	<p>Phileas Fogg has a different point of view.</p>

ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

Standards: ELAGSE7RL3, ELAGSE7RL6, ELAGSE7RL9

Point of View

Point of view is how the narrator—the person who tells a story—presents the events of the story. The point of view in a story depends on the perspective from which the story is being told. Perspective refers to a way of looking at or thinking about something. One character in a story may have an entirely different perspective than another character.

The author chooses a certain character to narrate the story to give readers a specific point of view. The author's choice of narrator and his or her words, thoughts, and feelings affect the story's tone and mood.

To help understand point of view, use the example of a classic children's story, "The Three Little Pigs." Traditional tales support lessons in point of view because they are rarely told by someone within the story. The narrator is outside the story and he or she makes a clear distinction between the characters, who often represent good and evil. You can find the story on this site:

http://www.mightybook.com/free_to_read_text.php?book=Three_Little_Pigs-ftp.

Even though the story is told by a narrator who is outside the story, he or she is sympathetic toward the pigs. The narrator tells the story in a way that makes readers prefer the pigs' point of view to the wolf's point of view.

The narrator creates sympathy for the pigs. The mood of the story is the overall feeling of the story. Words that describe the mood are **scary** and **suspenseful**. The mood is scary and suspenseful because the pigs are afraid of the wolf. He is threatening them. If the story had been told in a way that was sympathetic to the wolf, the mood would be very different.

Consider how the story would change if it were told from the wolf's point of view or from a sympathetic narrator's point of view. If possible, read *The True Story of the 3 Little Pigs*, by Jon Scieszka. It is geared toward younger audiences, but, as is typical of fairy tales, it is entertaining to all ages, and it has multiple levels of meaning.

Choose a favorite fairy tale or folktale. Rewrite it from a different character's perspective.

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

Content Description

The informational passages in the English Language Arts test are used to determine central ideas, write objective summaries, analyze ideas, and provide supporting text evidence. You may be asked to write a narrative in response to a prompt based on an informational passage. For more information about narrative writing, please refer to Unit 3.

Key Ideas and Details

- Read closely to know exactly what the passage says.
- Look for ideas and details that tell you what the passage is about.
- Use those ideas and details when writing or speaking about the passage.
- Look for two or more central ideas in the passage. Think about how the author develops and supports these central ideas over the course of the passage.
- Think about the relationships between people, events, and ideas in a passage (e.g., how ideas influence people or events, how people influence ideas or events).
- Summarize the passage without including your personal opinion about the topic.

Craft and Structure

- Make sure you understand the words and phrases as they are used in the passage, including figurative, connotative, and technical meanings of words.
- Think about how the author’s use of words creates tone, mood, or focus in the passage.
- Look at the structure the author uses to organize a passage and think about how major sections of the passage contribute to the whole and to the development of the author’s ideas.
- Think about the author’s point of view, purpose, or argument in a passage.
- Pay attention to how the author addresses counterclaims and opposing viewpoints in informational passages.

Integration of Knowledge and Ideas

- Think about the argument and specific claims in a passage. Is the author’s reasoning sound? Is the evidence relevant and sufficient?
- Compare and contrast two or more passages about the same topic by focusing on how the authors shape their presentations of key information and advance different interpretations of facts.

KEY TERMS

Informational texts: Informational texts are passages that explain or inform. (RI)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the passage. By contrast, an **explicit** idea or message is fully stated or revealed by the author. The author tells the reader exactly what he or she needs to know. (RI1)

Central idea: The central idea is the most important point or idea that the author is making in a passage. The central idea is also known as the main idea. (RI2)

Objective summary: An objective summary is an overview of a passage. It captures the main points but does not give every detail and does not include opinions. (RI2)

Fact and opinion: A fact is a statement that can be proven. An opinion is a statement that cannot be proven, as it states an author's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: "Is it something that can be proven?" If it can be proven, then it is a fact. If not, it is an opinion. (RI2)

Interactions: Interactions in text refer to how ideas influence individuals or events or how individuals influence ideas or events. As one analyzes a passage, the interactions give insight into the meaning. (RI3)

Figurative meaning: Literal meaning refers to the actual meaning of a word or phrase. By contrast, figurative meaning refers to the symbolic meaning of words or phrases and uses figurative language such as personification (describing an object as if it were a person), simile (a comparison using *like* or *as*), metaphor (a descriptive comparison that states one thing is another), hyperbole (exaggeration beyond belief), and idiom (a quirky expression or saying that is specific to a language). The literal meaning of the phrase *open the door* is to open a physical door; however, the phrase *open the door to your heart* has a figurative meaning because we do not intend for the person to create an opening in his or her chest. Instead, the phrase symbolizes opening up one's feelings and emotions. (RI4)

Connotative meaning: A meaning beyond the explicit meaning of a word is known as connotative meaning. For example, the word *childlike* connotes innocence. Connotations are meanings inferred from certain words. (RI4)

Denotative meaning: The explicit meaning of a word is the denotative meaning. For example, *helpful* has only one meaning and denotation which is to be of service or assistance. (RI4)

Technical meaning: Technical meaning is the meaning of a word as it relates to a specific subject or process. For example, the term *run-on sentence* in the study of English grammar has a technical meaning that refers to two complete thoughts joined incorrectly. (RI4)

Tone: The tone found in writing is the attitude of an author about a subject or an audience. The author will choose words and language to create a tone and express a viewpoint in a text. (RI4)

Organization: Organization refers to the way in which a passage is structured. Each sentence, paragraph, or chapter fits into the overall structure of a passage and contributes to the development of ideas.

Organizational structures can include chronological order, cause and effect, compare and contrast, order of importance, and problem and solution. (RI5)

- **Chronological order:** Chronological order is the order in which a series of events happened. A passage that is arranged in order of time from the beginning to the end is in chronological order. (RI5)
- **Cause and effect:** This is a relationship in which one thing causes another thing to happen. (RI3, RI5)

- **Compare and contrast:** The structure of compare and contrast analyzes the relationships between ideas in a passage. Comparing analyzes the similarities, while contrasting analyzes the differences. (RI5, RI9)
- **Order of importance:** Order of importance organizes text by listing supporting details from most important to least important, or by least important to most important. (RI5)
- **Problem and solution:** Text that is organized by problem and solution identifies a problem and proposes one or more solutions. An author may use problem and solution to try to persuade readers about a certain topic or course of action. (RI5)

Author's purpose: The author's purpose is the author's intention for his or her writing. All passages have a purpose, whether it is to persuade, inform, explain, or entertain. (RI6)

Author's point of view: The opinion of the author is known as the author's point of view. Your opinion may differ from the opinion of the author of a passage. (RI6)

Claim: A claim is the main argument made by the author. A strong claim will be supported by reasons and evidence. (RI6, RI8)

Counterclaim: A reasonable argument that opposes or disagrees with another claim is called a counterclaim. A strong counterclaim is supported by evidence and sound reasoning. Sometimes the author of a persuasive text will include a counterclaim and the reasons it is weak or wrong in order to strengthen his or her own claim. (RI6, RI8)

Bias: When an author holds a strong opinion or belief about his or her topic, the writing may contain forms of bias. Bias within passages can appear as statements that favor one opinion or idea over another, sometimes creating an unfair or unsound argument by the author. (RI6, RI8)

Evidence: Something that proves or demonstrates the truth of something else is known as evidence. Informational texts may contain evidence to prove that the information they are providing is correct. Readers should be aware of conflicting evidence within texts, such as **bias**, which can weaken an author's **claim**. (RI8)

Sound: Sound refers to reasoning that makes sense and follows some sort of logic. Sound reasoning means the same as logical reasoning. (RI8)

Relevant: To be considered relevant, the facts, details, or other information within a text must be related to the topic. Relevant information helps support the author's opinion, claim, and reasoning. (RI8)

Important Tips

-  Try to read the questions about an informational text before you read the text so that you know what to look out for.
-  Use evidence from a passage to help explain what is being said.
-  Use facts and details to support ideas and answer *what* you know and *how* you know it.

SAMPLE ITEMS

Read the passage and answer questions 7 and 8.

Putting Americans Back to Work

The stock market crash in October 1929 caused a worldwide economic depression that lasted a decade and affected nearly every nation in the world. The United States was no exception. At the height of the downturn, nearly 20% of Americans were out of work—that’s 1 in 5 Americans. To combat unemployment, the government led by President Franklin D. Roosevelt began in 1935 a program called the Works Progress Administration (WPA). It oversaw the construction of public roads, dams, bridges, and buildings. The jobs created by these projects put millions of Americans back to work. But some people had talents that were not suited to building things. To help them, the government expanded the WPA to include federal works projects dedicated to preserving American culture and the arts. The result was the Federal Arts Project, the Federal Theater Project, the Federal Music Project, and the Federal Writers’ Project. Each of these programs put talented artists, musicians, actors, and writers to work again.

Under the Federal Arts Project, American artists received unexpectedly large canvases on which to paint their works—the walls of public buildings, including the lobbies of courthouses, post offices, bridges, dams, and customs houses. The program was the brainchild of George Biddle, an artist and friend of President Roosevelt. While in Mexico, he had seen the spectacularly colorful and powerful murals by artists such as Diego Rivera. These huge wall paintings depicted the people of Mexico and celebrated their cultures and traditions. The paintings’ purpose was to inspire people to feel pride and also provide some beauty in their daily lives. Biddle thought that American artists could do something similar in the United States. Beginning in 1933, artists began submitting sketches to government-sponsored contests. Winning drawings were then transformed by teams of artists into glorious murals on the walls of federal buildings in their communities. The artwork reflected the local people and their work and values. Many depicted farmers. Others depicted industrial or urban scenes. Many of these paintings still exist today.

The Federal Theater Project helped put nearly 10,000 writers, actors, and theater technicians to work between 1935 and 1939. Like the Federal Arts Project, this program was intended to help keep actors and playwrights employed during tough economic times. The director of the Federal Theater Project was Hallie Flanagan, a teacher and a playwright. Under her guidance, writers and actors staged nearly 1,000 original plays that were performed in 40 states. Most were presented at no cost to the public. The performances included new interpretations of classic dramas as well as original productions of dramas, comedies, and musicals. There were also shows aimed for children. Many struggling playwrights got their start by working for the Federal Theater Project. After the end of the Great Depression, several went on to achieve fame on Broadway and Hollywood.

The Federal Music Project only lasted four years, but it had a tremendous impact on American music. Like the Federal Arts Project and the Federal Theater Project, it was created to provide employment for out-of-work musicians, including composers, singers, teachers, and instrumentalists. Many were formed into orchestras and bands that performed around the country. Others conducted classes to teach Americans how to sing.

Perhaps the most important result of the federal projects was the fieldwork done by writers assigned to the Folklore Section of the Federal Writers' Project. These writers were dispatched across the United States with heavy recording equipment to document the stories, anecdotes, verse, and songs of ordinary Americans. The result was a goldmine of uniquely American material, including oral histories describing life during the days of slavery and traditional folk songs and lore from isolated communities. Without the Federal Writers' Project, precious bits of American culture and lore might have been lost. Today, anyone can explore the fieldworkers' findings by visiting the American Folklife Center at the Library of Congress, where they will be preserved forever.

Although the federal works projects only lasted for a short time—about five years—they had a tremendous impact on the nation, and not only in terms of its economy. The production of artwork, songs, and plays and the preservation of unique lore allowed Americans to remember and appreciate their diverse culture. Most Americans may have felt down and out during the Great Depression, but thanks in part to the federal works projects, they discovered they had then and would always have tremendous creative wealth.

Item 7

Selected-Response

Which sentence would be the MOST important to include in an objective summary of the passage?

- A. Many jobless Americans reconnected with their cultural roots during the 1930s.
- B. The art on most U.S. post offices today was produced during the Great Depression.
- C. President Franklin D. Roosevelt led the United States out of an economic downturn.
- D. The federal government created jobs that helped to preserve American culture and the arts.

Item 8

Selected-Response

What was the MAIN reason President Roosevelt created the federal works projects?

- A. to provide artists, musicians, and writers with employment
- B. to lower the unemployment rate for government workers
- C. to show the importance of cultural traditions
- D. to promote national pride through the arts

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
7	ELAGSE7RI2 Informational/ Explanatory	2	D	The correct answer is choice (D) The federal government created jobs that helped to preserve American culture and the arts. The author describes four specific programs that provided employment for artists, musicians, actors, and writers during the Great Depression. Choice (A) may possibly be true for some people who learned more about their roots, but the passage explicitly states that the federal works projects helped Americans realize the value of their diverse culture and traditions. Choice (B) is incorrect because although the passage does say that some art can still be seen on some post office walls, it does not imply that most modern post offices contain art produced during the Great Depression. Choice (C) is a true statement, but it is not the most important idea to include in a summary of this passage.
8	ELAGSE7RI1 Informational/ Explanatory	2	A	The correct answer is choice (A) to provide artists, musicians, and writers with employment. The purpose was to find work for struggling artists. Choice (B) is incorrect because Roosevelt wanted all citizens working and not just government employees. Choice (C) is incorrect because the emphasis of the federal programs was to employ people; awareness of the importance of American cultural traditions was a secondary outcome. Choice (D) is incorrect because the passage suggests that increased national pride via the arts was an effect of the employment of out-of-work artists, not Roosevelt's stated goal.

Unit 3: Writing

CONTENT DESCRIPTION

In this unit, you will be reading passages that are similar to passages you may read in the Georgia Milestones End-of-Grade assessment. You will use the passages as sources of support for argumentative and informational/explanatory essays and as jumping-off points for narrative writing.

Some informational passages will help you develop arguments and support a point of view on a topic in an argumentative essay. In your writing, you will use evidence, examples, quotations, and reasons to develop and support your argument. Other informational passages will help you develop an informational/explanatory essay. In your writing, you will state ideas, summarize research, and use information from more than one source to develop and support your ideas.

You will also write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on passage type. For example, you may be asked to write a new beginning or ending to a literary story, write an original story based on information from an informational text, or rewrite a scene from a specific character's point of view. In your writing, you will use narrative techniques to develop a real or imagined experience.

There will also be writing standalone items that assess your revision skills and your understanding of argumentative, informational/explanatory, and narrative writing. For example, you may be asked to answer a selected-response question that focuses only on introducing a topic in an informational text. In addition, there will be writing standalone items that assess your planning and research skills.

Writing Types and Purposes

Argumentative Essay

- An argumentative essay presents an argument and supports claims with clear reasons and relevant evidence.
- When you state your claims, you need to support them with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Informational/Explanatory Essay

- An informational/explanatory essay examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant information.
- When you develop your topic, use relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples.

Narrative

- A narrative develops a real or imagined experience or event.
- When you develop your narrative, use narrative techniques, descriptive details, and clear event sequences.

Production and Distribution of Writing

- Use the writing process to develop argumentative essays, informational/explanatory essays, and narratives.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Strengthen your writing by reviewing and revising, if needed.

Argumentative Essay

- Introduce claim(s) and acknowledge alternate or opposing claims.
- Organize your reasons and evidence logically to support your argument.
- Develop your argument by supporting claims with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrating an understanding of the topic or text.
- Use words and phrases to create cohesion and to clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented in the essay.

Informational/Explanatory Essay

- Introduce a topic clearly, previewing what is to follow.
- Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause and effect.
- Develop your topic with relevant facts, definitions, concrete details, quotations, and other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented in the essay.

Narrative

- Establish a context and point of view and introduce a narrator and/or characters.
- Organize events in a sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters.
- Use a variety of transitional words and phrases to sequence events and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Include a conclusion that follows from and reflects on the narrated experiences or events.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.
- As you write argumentative or informational/explanatory essays, reveal your writing voice by using language that matches the content, connects with your intended readers, and reveals your personality and writing style.
- As you write your narrative, reveal your writing voice by choosing a narrator and point of view that allow your readers to experience the story and relate to the characters in a meaningful way.

Research to Build and Present Knowledge

- Conduct a short research project that uses several sources to answer a question. Think of more questions that will help further your research and investigation of the topic.
- Use search terms to help gather relevant information from multiple sources, including print and digital sources. Consider the credibility and accuracy of each source.
- Avoid plagiarism by quoting or paraphrasing the data and conclusions of others. Give credit for work that you use by following a standard format for citation.
- Use evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

- A narrative scoring rubric can be found beginning on page 87. An informational/explanatory scoring rubric can be found beginning on page 89. An argumentative scoring rubric can be found beginning on page 91. You may find it helpful to read and discuss these rubrics with a parent or another adult.
- The rubrics are important to understand because they show you what is needed to produce a strong piece of argumentative, informational/explanatory, or narrative writing.
- Argumentative, informational/explanatory, and narrative writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Argumentative texts: Argumentative texts are forms of writing in which the writer makes a claim and supports that claim with reasons and evidence. (W1)

Argument: An argument is the main statement of an argumentative text, which usually appears in the introduction. The argument is the main point on which the writer will develop his or her work in order to convince readers. (W1)

Claims: Claims are ideas and opinions set forth by the writer. For example, a writer could make the claim that the school cafeteria food is too expensive. In a well-developed argumentative essay, the writer should also recognize counterclaims. (W1)

Counterclaim: A reasonable argument that opposes or disagrees with another claim is called a counterclaim. A strong counterclaim is supported by evidence and sound reasoning. Sometimes the writer of a persuasive text will include a counterclaim and the reasons it is weak or wrong in order to strengthen his or her own claim. (W1a)

Introduction: An introduction is the beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing. (W1a, W2a)

Organization: Organization refers to the way in which a piece of writing is structured. In writing, the organization helps present ideas and information more clearly. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts to match their purpose and audience. For example, if you were writing an argumentative text in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure. In informational/explanatory writing, organizational structures may include definition, classification, comparison and contrast, or cause and effect. For example, if you were writing an informational essay in which you wanted to show how two animals are similar or different, you might choose comparison and contrast as an organizational structure. (W1a, W2a, W4)

Evidence: Reasons given to support a writer's claims are known as evidence. For example, a writer could include information on the price of school lunch or the number of students who do not want to buy it as reasons to support the claim that the school cafeteria is too expensive. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the characters' thoughts, words, or actions may be used as evidence. (W1a, W1b, W9)

Credible: For a claim to be effective, it must be supported with credible evidence and reasoning. Credible evidence and reasoning are supported by facts and are effective in persuading the audience to agree with the writer's claim. When a writer uses the evidence and facts from the source to support his or her reasoning and persuade the audience to agree with the writer's claim, the writer gains **credibility**. (W1b, W8)

Relationships: Relationships in writing refer to the ways in which ideas are connected. Writing should use words, phrases, and clauses to clarify the relationships between claims and reasons. (W1c)

Cohesion: Cohesion refers to the flow of sentences and paragraphs from one to another. Old and new information is tied together using transitions to help the reader understand how the ideas and concepts within the text are related to each other. (W1c, W2c)

Formal style: Formal style is used in formal writing, such as an essay, research paper, or formal letter. When writing in a formal style, the writer chooses language that matches the audience and purpose and avoids informal language. (W1d, W2e)

Concluding statement: The concluding statement is the end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1e, W2f)

Informational/explanatory texts: Forms of writing that inform the reader or explain something are known as informational/explanatory texts. (W2)

Topic: The topic is what a piece of writing is about. (W2a)

Formatting: Formatting is the way in which a piece of writing is organized, designed, and arranged. For example, a writer can use headings and subheadings to organize the writing and present the information in a clear way. (W2a)

Multimedia: Multimedia refers to a variety of media. Writing does not include only pen on paper or a typed essay. Other ways of enhancing writing can include media such as art, presentations, photographs, charts, and videos. (W2a)

Transition: A transition is a word, phrase, or clause that links one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader to the next idea. Examples include words such as *another*, *for example*, *also*, and *because*. (W2c)

Precise language: Good writers choose their words carefully and use precise language. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence *A bird was on the ground* is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: *A robin landed in the grassy field*. (W2d)

Narrative: A narrative is a real or imaginary story that may be about a situation, a single moment in time, or a series of related events and experiences. Experiences are what a character senses through his or her five senses or what a character thinks or feels. Narratives may be about a single moment in time but focus on how one character thinks and feels about it. Narratives may be about a single moment in time but focus on how several different characters think and feel about it. Narratives may also be about a series of related events and experiences and how a character feels about them. Good writers order the thoughts, feelings, events, and experiences in a way that makes sense to the reader and communicates the meaning or message writers want the reader to understand. (W3)

Experience: An experience is an event or series of events that happen to or are seen by a character. In a narrative, characters learn, grow, or find meaning by going through an experience. Any experience in a narrative may be described as a single event (*Mary's team won the soccer game*) or as a series of events (*Mary kicked the ball toward the goal. The goalie dived but missed the ball. The ball landed inside the goal. Mary had scored the winning point. Her team won the game!*). A character may have an experience that he or she is part of (*Mary kicked the soccer ball into the goal*). A character may also watch or observe an experience without being part of it (*Mary watched as her two older brothers played against each other on different soccer teams*). A narrative may include more than one experience. (W3)

Event: An event is a single thing that happens to a character or that a character sees. For example, *John caught the soccer ball* is an event. It is a single thing that happened to the character John. (W3)

Orient the reader: Good writers engage or interest readers and pull them into the narrative by sharing important information that will allow readers to understand what follows. Good writers create context, which is the background information about a story's setting, environment, or structure, to help readers understand what the story means. When orienting a reader and providing context, writers establish one or more points of view, introduce a narrator and/or characters, describe the setting, establish the pace of the story, and set out a problem, situation, or observation that will drive the narrative. This information should be shared in a way that engages the reader and encourages the reader to follow the story and identify with or have opinions about the characters, situation, and meaning. (W3a)

- **Introduction:** Good writers carefully orient the reader by sharing just enough information in the opening paragraphs of the narrative to create interest and help the reader understand where and when the story is happening. There is no one right way to write an introduction. Introductions may include dialogue, a description of the setting, an introduction of the narrator, a description of a character, an explanation of the situation, or any combination of these. Good writers create a unique introduction for each narrative that best fits the characters, events, tone, pacing, and theme. (W3a)

- **Narrator:** The narrator is the person the writer chooses to tell a story. The narrator may be a character in the story. The narrator may also record the characters' actions, words, and thoughts but not be a character in the story. (W3a)
- **Characters:** Characters are persons, things, or beings in stories. The characters may be real or imaginary. The details a writer shares about characters—the way they think, talk, and act—help the reader understand the characters' personalities. (W3a)
- **Point of view:** The perspective a writer chooses to tell a story from is called the point of view. In the first person point of view, the story is happening to the narrator. For example, *I entered the dark storeroom and moved my hand against the wall as I searched for the light switch.* In the third-person limited point of view, the narrator tells the story as though it is happening to someone else. The narrator tells the reader what the character thinks or feels. For example, *As Sasha entered the dark storeroom, he moved his hand against the wall to find the light switch and worried what he would see when he finally found the light.* In the third-person omniscient point of view, the narrator knows what every character is thinking, feeling, and doing in the story. For example, *Sasha entered the dark storeroom and moved his hand nervously against the wall to find the light switch. On the other side of the room, Jen hid behind a box and waited for Sasha to walk by so that she could jump out and surprise him.* Good writers choose a particular point of view to create surprise, suspense, humor, or tension in a story. (W3a)

Sequence: Sequence is the order of events in a narrative. Often, the events in a story are told in the exact order they happened. Sometimes a story is told out of order to create surprise or help the reader learn more about the characters and how they think and behave. (W3, W3a)

Narrative techniques: Narrative techniques are the tools writers use to create interesting experiences, events, and characters in a story. (W3, W3b)

- **Dialogue:** Writers use dialogue to show the reader the exact words the characters are saying. Dialogue usually has quotation marks around it. Each time a new character speaks, a new paragraph begins. The reader learns about characters from the way characters speak or respond to a situation. Dialogue can also move the action forward in a story or cause a character to decide something. (W3b)
- **Description:** Good writers use description to help the reader imagine the characters, settings, and events. Description helps make it feel like the reader is living the events of the story, both seeing what a character sees and feeling what the character feels. This sentence does not have good description: *The kids at my new school were friendly.* These sentences use description to help the reader see and feel what the character experiences: *I stepped into the classroom. I worried that I would not make new friends in my class. After the teacher introduced me, she asked me to tell the class where I was from. "I moved to Georgia from India," I said. "This is my first time in the United States." Everyone in the class smiled at me with shining eyes. "Welcome to our class," a girl in the front row said. "Would you like to sit with me at lunch today?"* (W3b)
- **Pacing:** Pacing is the speed at which a story is told. The pace of a story is influenced by the description of characters, settings, and thoughts or reflections; the use of sensory language; the number of telling details related; the length of sentences, paragraphs, and scenes; dialogue and how many words or sentences a character speaks at one time; and the use of precise word choice. Writers may choose to slow the pace in one part of the narrative and speed up the pace in another or keep a consistent pace throughout the narrative. (W3b)

Transitional words and phrases: The reader needs clues in a story to help them know how time is passing and how events are ordered. Transitional words and phrases link one idea to the next and help the reader understand how time is passing in the story. Transitional words and phrases also make clear the order in which events happen. Examples of transitional words are *first, next, before, during,* and *finally*. Examples of transitional phrases are *after that, in the beginning, it started when,* and *the next day*. (W3c)

Precise words and phrases: Good writers choose their words carefully. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence *A bird was on the ground* is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: *A robin landed in the grassy field.* (W3d)

Sensory language: Sensory language describes concrete words and phrases in a way that allows the reader to experience the way things look, sound, smell, taste, or feel through imagination. Good writers share sensory details to help the reader paint a mental picture of what it would be like to experience the story. For example, the sentence *The hot spring stank* does not help the reader imagine what the hot spring smelled like. The sentence *The hot spring smelled like rotten eggs that had blown up in the microwave* helps the reader better imagine the smell. (W3d)

Conclusion: Every story needs to have an end. The end can be anywhere the writer chooses to stop writing. But the reader needs to feel like the story is over. Good writers create this feeling of ending with a conclusion. In the conclusion, the events of the story stop, and the reader understands one or more of these ideas: what the story meant, what characters learned, how characters felt about the experience, how characters changed, and what the reader can learn from the story. (W3e)

Audience: The people who will be reading the piece of writing are known as the audience. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Purpose: The writer's intention for his or her piece is the writer's purpose. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Writing process: Most informational or technical pieces require research and revision before they can be considered to be finished pieces. Even professional writers may struggle with their words. Drafting, revising, editing, and proofreading your writing are all essential parts of an effective writing process. The steps in the writing process are prewriting, drafting, revising and editing, proofreading, and publishing. (W5)

Research: Research is the gathering of information in order to learn more about a topic. (W7, W9)

Source: A source refers to a book, article, website, person, or piece of media that contains information. (W7, W8)

Credibility: Credible sources provide evidence and facts that support the writer's claim. When a writer uses the evidence and facts from the source to support his or her reasoning and persuade the audience to agree with the writer's claim, the writer gains credibility. (W8)

Paraphrase: To paraphrase means to use someone else's ideas and to express those ideas in your own words. Paraphrasing is an acceptable way to support your argument as long as you attribute the ideas to the author and cite the source in the text at the end of the sentence. (W8)

Plagiarism: Plagiarism refers to presenting the words, works, or ideas of someone else as though they are one's own and without providing attribution to the author. (W8)

Citation: Citation is the way the author tells readers that certain details or information included in the text come from another source. The citation gives readers enough information that they could find the original source and the information in it. (W8)

Important Tips

Argumentative and Informational/Explanatory Essays

-  Organize your writing by using an organizational structure in which your ideas are logically grouped together.
-  For argumentative essays, be sure to develop your argument with reasons supported by facts and details. For informational/explanatory essays, be sure to develop your topic with details, such as facts, definitions, quotations, or other information that supports your topic.
-  Make sure your writing has a concluding statement that supports the argument or information presented.

Narrative

-  Organize the ideas, thoughts, or events in a clear and logical order.
-  Use narrative techniques, such as dialogue, description, and pacing, to develop events and characters.
-  Make sure your narrative has a conclusion.

Argumentative, Informational/Explanatory, and Narrative Writing

-  Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
-  **Use the writer’s checklist before, during, and after writing to make sure you are meeting the criteria.**

SAMPLE ITEMS

The practice writing items for this unit include an extended writing-response item, an extended constructed-response item, and writing standalone items. There are also sample reading comprehension items connected to the passages you will read in this unit. You will have sample selected-response, evidence-based selected-response, and/or constructed-response items in this section. In the actual assessment, there is often a mix of reading comprehension and extended constructed-response and/or extended writing-response items connected to one passage or passage set.

Sample Items 9–12

Extended Writing-Response (Argumentative or Informational/Explanatory Essay)

In Section 1 of the Georgia Milestones End-of-Grade assessment, you will be asked to comprehend a pair of informational passages and use information from the passages to write an argumentative or informational/explanatory essay. The structure of the practice items in this unit are similar to how the task will appear in Section 1 of the End-of-Grade assessment:

1. Two selected-response (multiple-choice) questions (three on the actual test)
2. A constructed-response question
3. An extended writing-response question

The instructions for the extended writing prompt are in the same form as those that appear on the Georgia Milestones assessment. In the actual assessment, you will receive either an argumentative or an informational/explanatory writing task. The sample provided in this resource is an example of an argumentative writing task.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an argumentative essay.

Before you begin writing your essay, you will read two passages and answer two multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an argumentative essay about the effects of underwater noise on marine life.

These are the titles of the passages you will read:

1. What to Do about Underwater Noise
2. What Underwater Noise?

What to Do about Underwater Noise

Anyone who lives in a busy city knows that the world is a noisy place. We humans rely on many machines—planes, cars, trains, construction and farming machinery, and machines in factories—to make modern life happen. As it turns out, we make a racket on land and in the ocean. Our boats, oil drilling equipment, and military sonar activities generate all kinds of noise. Some scientists have become concerned that underwater noise is negatively affecting sea life, particularly whales. In recent years, studies of the impact of underwater noise have been completed, and the results are mixed. Neither side—not the environmentalists who want to protect marine life or the navy, which conducts sonar tests for our national defense—is convinced of the right thing to do.

Some environmentalists are concerned that underwater noise has a negative impact on certain species, particularly beaked whales. Whales communicate with each other by sending out sound waves. Scientists suspect that the increase in underwater noise has interfered with the whales' ability to "hear" one another. They also are concerned that high levels of underwater noise upset the whales. Like humans, whales might also enjoy some peace and quiet. But where can they go? To find out how noise affects whales, scientists attached digital recording devices to beaked whales, pilot whales, and melon-headed whales during a two-year period. These devices measured the sounds the whales made and also tracked their movements. This allowed scientists to determine how the whales reacted when they were in noisy environments. The data suggested that beaked whales were especially sensitive to even low levels of underwater noise. It interrupted their communications and caused them to change their diving and feeding patterns. The results suggested clearly that we should change our attitude toward underwater noise if we want our whale populations to survive.

Should we reduce our underwater activities? Or should we keep doing what we've been doing and hope for the best? We should cut back on underwater noise so that the animals of the sea can thrive. The obvious answer is to err on the side of caution and limit underwater noise.

What Underwater Noise?

Many studies have been conducted to determine whether underwater noise negatively affects sea life. One study concluded that sonar activity and other noises caused beaked whales to change their behaviors. Another study showed there was no such effect.

The United States navy is also concerned about the issue of underwater noise. The navy uses sonar, a system of using sound waves to detect objects underwater, as a tool to gather information about our oceans and protect the nation. If that tool were causing harm to the creatures of the sea, then the navy would want to know it.

The issue became critical after an incident in 2000 in which 17 whales became stranded in the Bahamas. It was thought at the time that the use of navy sonar nearby was the cause. The navy collaborated with well-known marine scientific organizations to conduct a study. The researchers attached recording tags to different whales in order to track their activity. Unlike previous studies, researchers also generated specific sounds—sonar pings and the calls of other sea creatures. Then they measured the whales' reactions. At first, some of the beaked whales responded cautiously to the noises, but they did not change their overall behavior. Nor did the other types of whales in the study react fearfully. The navy concluded that even high levels of sonar and other underwater noise did not affect underwater creatures. As a result, the navy has argued that it should be allowed to continue its sonar activities in the world's oceans.

While everyone will probably sleep better if there is less noise in the world, the soundness of the U.S. navy study is also comforting. Underwater noise has no negative impact on marine life.

Item 9**Selected-Response**

Which evidence from “What to Do about Underwater Noise” provides the MOST relevant support for the claim that underwater noise impacts whales?

- A. Like humans, whales might also enjoy some peace and quiet.
- B. These devices measured the sounds the whales made and also tracked their movements.
- C. This allowed scientists to determine how the whales reacted when they were in noisy environments.
- D. The data suggested that beaked whales were especially sensitive to even low levels of underwater noise.

Item 10**Selected-Response**

Which statement MOST accurately explains how “What Underwater Noise?” presents information differently than “What to Do about Underwater Noise”?

- A. It uses evidence to dispute the idea that underwater noise is bad, while “What to Do about Underwater Noise” maintains that underwater noise is a problem.
- B. It references scientific data on the problem of underwater noise, while “What to Do about Underwater Noise” relies primarily on personal opinions about underwater noise.
- C. It argues that more research must be conducted on underwater noise, while “What to Do about Underwater Noise” argues that the research on underwater noise is conclusive.
- D. It presents evidence that the navy is concerned about underwater noise, while “What to Do about Underwater Noise” argues that the navy is unconcerned about underwater noise.

Item 12**Extended Writing-Response****WRITING TASK**

There is currently a discussion about effects of underwater noise in the planet's oceans.

Think about BOTH sides of the discussion. Then write an **argumentative essay** in your own words supporting either side. In your essay, you will argue whether or not underwater noise affects marine life.

Be sure to use information from BOTH passages in your **argumentative essay**.

Writer's Checklist**Be sure to:**

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your argumentative essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

A large rectangular box containing 25 horizontal lines, intended for writing content descriptions and additional sample items.

Sample Items 13–17

Extended Constructed-Response (Narrative)

On the Georgia Milestones End-of-Grade assessment, you will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set you have read. In the actual assessment, you will also respond to reading comprehension questions before writing your narrative. Narrative prompts will vary depending on passage type. The sample provided in this resource is an example of a narrative prompt based on an informational passage.

Read the passage and answer questions 13 through 17.

Impostors in the Great Outdoors

What can animals do to stay safe from hungry predators? Some animal species can protect themselves by pretending to be a plant species the predator would typically avoid. Other animal species can outsmart their enemies by pretending to be a different animal altogether. This clever act of copying other creatures as a means of protection is a scientific process called mimicry. There are different ways mimicry is used to help species survive.

Coloring

Many small, brightly colored animals are poisonous to eat. Scientists believe that the bright colors help a predator remember to avoid them. For example, if a bird becomes sick from eating a poisonous monarch butterfly, it will remember to avoid this species in the future. Since a viceroy butterfly has the same brilliant orange and black markings as a monarch butterfly, the bird will avoid the viceroy butterfly as well.

The harmless scarlet king snake is another animal that benefits from mimicry. It closely resembles the venomous coral snake. Both kinds of snakes are red, yellow, and black, but only careful observation shows the pattern of the bands are different. It's likely birds, foxes, raccoons, and coyotes who enjoy a snake snack will leave both alone.

Owl butterflies have large spots on their wings that resemble eyes. The eyespots scare small birds, who chirp an alarm to other birds as they fly away. The other birds believe the noisy birds are escaping from an owl.

The four-eye butterflyfish also has eyespots, which are near its tail. This position can confuse a predator, which assumes these "eyes" are on the fish's head. The fish eludes the hunter by swimming in the opposite direction from what is expected.

Shape

Coloring is not the only way animals stay safe. Some are shaped in such a way that they resemble other plant or animal life. Walking stick insects look exactly like their name implies: sticks that walk. Only a very sharp-sighted bird can locate one, since when a walking stick insect isn't moving, it is indistinguishable from the twigs of the tree it is perched on. Sticks don't look like food to an insect-loving bird.

Despite its name, a glass snake is really a legless lizard. Hawks, owls, eagles, and other animals that enjoy snacking on lizards may ignore glass snakes because glass snakes look more like snakes than like lizards.

Leaf-litter toads blend in with the forest floor. Their bodies and legs have sharp angles, much like fallen leaves. Adding to the deception, their brown coloring blends in with decomposing leaves. They can hide in plain sight.

Smell

Other animals use smell to disguise themselves or attract prey. Marine flatworms have an odor that mimics that of sea slugs. The slugs defend themselves by oozing or releasing a bad-smelling liquid into the water around them, and they taste as bad as they smell. The smell protects them from fish that would like to eat them. Marine flatworms, which smell a lot like sea slugs, are rejected by predators too, even though the flatworms do not taste as terrible.

Although smell and other types of mimicry are used by prey, predators can also use these tactics to make prey feel safe and therefore easier to catch. The bolas spider mimics the smell of female moths to attract male moths into its web. It uses a sticky ball of silk to catch a male moth when it comes close. A study at a university analyzed the diet of the American bolas spider and found that the spider can even adjust the type of smell that it creates throughout the day and evening to attract certain kinds of moths

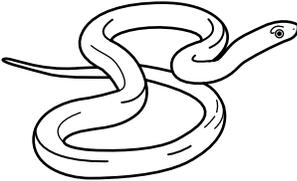
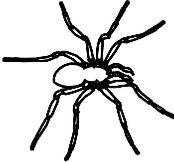
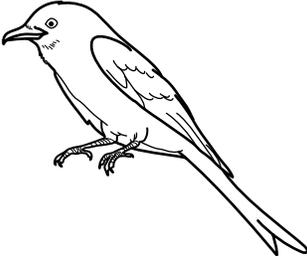
Behavior

Even if a predator or prey doesn't have the physical characteristics for mimicry, the animal might still behave like another species. For example, fireflies, or lightning bugs, communicate with each other by flashes of light. Each species of firefly has its own distinctive flash pattern. One tricky type of firefly lures fireflies of different species by mimicking the others' patterns of flashes. Their prey, thinking it sees flashes from a friend, willingly comes closer and closer. Then, zap! The predatory lightning bug has lunch.

Wasps and bees have black and yellow stripes, and their wings make a buzzing sound when in motion. Drone flies have similar coloring and make similar buzzing noises, but they do not have stingers. The combination of looking like and sounding like bees or wasps intimidates the drone fly's predators. Several studies have been conducted about drone flies and mimicry. In one study, toads that were stung by honeybees ate significantly fewer drone flies than did toads that were not stung by honeybees.

Being a copycat can have its advantages. Scientists who studied mimicry in animals found that these species tend to be very successful. The special adaptation of mimicry improves the survival of many species of animals that look or act like other species.

Examples of Mimicry

Animal	Mimics	How
 elephant hawk caterpillar	 snake	<p>The caterpillar is greenish yellow and has two large spots that look like eyes. Many birds will avoid the caterpillar because it looks like a snake.</p>
 spider	 ant	<p>Some spiders can wave their front pair of legs, just like ants move their antennae, in order to blend in, hunt prey, and avoid predators.</p>
 fork-tailed drongo	 meerkat	<p>The drongo can copy the alarm call of a meerkat in order to trick the meerkat into leaving its food. When the meerkat leaves, the drongo sneaks in and steals the meerkat's meal.</p>

Item 13

Selected-Response

Read the sentences from the passage.

Adding to the deception, their brown coloring blends in with decomposing leaves. They can hide in plain sight.

What does the phrase *hide in plain sight* mean?

- A. They pretend to be unafraid.
- B. They can clearly see a predator.
- C. They prefer to sit in the open.
- D. They look like their surroundings.

Item 14

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

Which statement **BEST** expresses the author's point of view?

- A. The author thinks mimicry can endanger animals.
- B. The author believes that mimicry is useful to many animals.
- C. The author thinks shape is the most important form of mimicry.
- D. The author believes that scientists should do more studies on mimicry.

Part B

Which sentence from the passage **BEST** supports the answer in Part A?

- A. Many small, brightly colored animals are poisonous to eat.
- B. Despite its name, a glass snake is really a legless lizard.
- C. Several studies have been conducted about drone flies and mimicry.
- D. Being a copycat can have its advantages.

Item 15

Selected-Response

How does the information in the chart contribute to the development of ideas in the passage?

- A. by explaining new types of animal mimicry
- B. by offering additional instances of animals using mimicry
- C. by comparing ways in which animals use mimicry
- D. by identifying which types of animal mimicry are most important

Item 16

Drag-and-Drop Technology-Enhanced

Move into the box the THREE sentences that should be included in an objective summary of the passage.

Objective Summary of "Impostors in the Great Outdoors"

-
-
-

Animals use features such as color and shape to avoid predators.

Mimicry occurs when animals copy others to stay safe from enemies.

It is interesting when animals use mimicry to show they are poisonous.

Some fish have spots near their tails that look like the eyes on their heads.

It is amazing how many different methods animals have to remain uninjured.

Some animals enable a bad taste or smell if other animals seek to harm them.

[Select to Respond](#)

➡ Due to the size of the response area, this item has a "Select to Respond" button on the screen. Clicking this button will bring up the response area at full size.

Go on to the next page to finish item 16.

Item 16. *Continued.*

↶?

Objective Summary of “Impostors in the Great Outdoors”

-
-
-

Animals use features such as color and shape to avoid predators.

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It is interesting when animals use mimicry to show they are poisonous.

Some fish have spots near their tails that look like the eyes on their heads.

It is amazing how many different methods animals have to remain uninjured.

Some animals enable a bad taste or smell if other animals seek to harm them.

-  Use a mouse, touchpad, or touchscreen to move the sentences below the box into the box beside the bullets.

Sample Items 18–24

Writing Standalone Items

On the Georgia Milestones End-of-Grade assessment, there will be writing standalone items that assess your understanding of argumentative, informational/explanatory, and narrative writing and revision skills. There will also be writing standalone items that assess your writing planning and research skills.

Item 18

Selected-Response

Read the paragraph from a student’s argumentative essay.

This week, our class will vote on how to use the money we raised through our annual Fall Festival. The class will decide whether the money should be spent on a class field trip or on a set of electronic tablets for the library. I think the funds should be spent on tablets. The tablets can be checked out by students for use at home, just like a library book. If the tablets are preloaded with educational games and books, then students will get hours of reading and working on other brain-challenging tasks.

Which sentence should be added to the paragraph to acknowledge the opposing claim?

- A.** Tablets are more convenient to take back and forth to school than heavy books, and the tablets can be updated to include the most current information for any middle-school subject.
- B.** Our librarian has agreed to load the tablets with educational games and books that are appropriate for any middle-schooler.
- C.** Some classmates favor the field trip because it will be an unforgettable experience, but that experience lasts only one day, while the experiences offered by tablets will be ongoing.
- D.** We have raised enough money to purchase at least ten tablets, maybe more, if we use the school account to purchase the tablets in bulk.

Item 19**Selected-Response**

Read the paragraph.

¹More than a hundred years ago, Europeans who wanted to drink coffee typically tied up coffee grounds in a little piece of cloth and boiled it in a pot of water. ²Some grounds usually got through the cloth and mixed with the drink. ³The coffee also tasted very bitter. ⁴Melitta Bentz invented a much better system for brewing coffee that involved using a heavy paper filter and a pot with holes punched in it. ⁵When she poured the boiling water through this contraption, the paper held the coffee grounds, water drained through, and the resulting beverage was a ton better.

Which edit should be made to maintain the formal style of the paragraph?

- A. Change “a pot of water” to “some water” in sentence 1.
- B. Change “mixed” to “stirred” in sentence 2.
- C. Change “punched” to “placed” in sentence 4.
- D. Change “a ton better” to “much improved” in sentence 5.

Item 20**Selected-Response**

Read the paragraph from a student’s narrative.

¹Jennifer sat in the last row, waiting for her name to be called. ²She had heard three speeches so far, and she knew her competitors were first-rate. ³Jennifer looked for the thousandth time at her notes. ⁴She knew she didn’t need them, but it reassured her to see the words on the cards.

Which sentence should be added between sentence 2 and sentence 3 to establish the context of the paragraph?

- A. This was the final round of the state finals in public speaking, and Jennifer had already competed against some outstanding competitors to win her spot in the finals.
- B. Jennifer had been imagining this day for weeks, and she wanted nothing more than to stay calm and remember her key points when her turn came.
- C. The wait was practically unbearable, but Jennifer hoped to win, and to do that, she needed to study her competition.
- D. Jennifer had plenty of experience as a speaker, but as she waited for her turn, she felt a flutter in her stomach and her hands were trembling.

Item 21

Selected-Response

Read the draft of a paragraph from a student report on the difference between dogs and wolves.

¹Even though dogs descended from wolves, the two species have some important differences. ²One difference is that wolves are much more involved in a pack. ³They have close pack structures and depend on the pack to hunt and raise their litters of pups. ⁴Unlike wolves, animals that eat a plant-based diet are called “herbivores.” ⁵Dogs, on the other hand, do not have to depend on each other to catch food or raise their young.

Which sentence should be removed because it is NOT appropriate for the purpose of this paragraph?

- A. sentence 2
- B. sentence 3
- C. sentence 4
- D. sentence 5

Item 22

Selected-Response

A student is writing a research paper focusing on how the United Nations began. Which resource would be BEST for locating reliable information about the origin of the United Nations?

- A. an online essay written by a person who visited the United Nations Office at New York City
- B. a book of essays written by historians about the reasons the United Nations was founded
- C. a collection of interviews with people from different countries explaining what they think of the United Nations
- D. a travel guide for New York City, with a chapter about what to see and do when visiting the United Nations Office

Item 23

Drop-Down Technology-Enhanced

Read the student's paragraph from a narrative. Choose the MOST precise word from each drop-down menu to improve the paragraph.

On the last day of July, the weather forecaster that the unbearable heat of summer would be coming to an end. Upon hearing the weather forecast, my older sister groaned with disappointment, as if it were the worst news she had ever heard. She had been counting on the warm weather to last until the weekend because she had plans to swim in the lake with her friends. Luckily for my sister, by the time the weekend arrived, the temperatures into the 90s.

- ➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

On the last day of July, the weather forecaster that the unbearable heat of summer would be coming to an end. Upon hearing the weather forecast, my older sister groaned with disappointment, as if it were the worst news she had ever heard. She had been counting on the warm weather to last until the weekend because she had plans to swim in the lake with her friends. Luckily for my sister, by the time the weekend arrived, the temperatures into the 90s.

- went
- soared
- headed

- predicted
- said
- presented

Item 24

Drop-Down Technology-Enhanced

Read the draft of a paragraph from a student’s report about sports. Complete the paragraph by choosing the phrase from each drop-down menu that MOST clearly produces clear and coherent writing.

Skijoring is a sport that was demonstrated at the 1928 Winter Olympics but never became an official Olympic sport. In Norwegian, “skijoring” means “ski driving.” Skijoring athletes wear skis and are pulled by . Although skijoring is not an Olympic sport, it is .

➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Skijoring is a sport that was demonstrated at the 1928 Winter Olympics but never became an official Olympic sport. In Norwegian, “skijoring” means “ski driving.” Skijoring athletes wear skis and are pulled by . Although skijoring is not an Olympic sport, it is

- a machine that has force
- a variety of powerful things
- motor vehicles, dogs, or horses
- objects with engines or animals

Skijoring is a sport that was demonstrated at the 1928 Winter Olympics but never became an official Olympic sport. In Norwegian, “skijoring” means “ski driving.” Skijoring athletes wear skis and are pulled by . Although skijoring is not an Olympic sport, it is

- popular in snowy countries
- done in places where there’s snow
- something done a lot in snowy areas
- an activity that is liked when it snows

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
9	ELAGSE7RI8 Informational/ Explanatory	3	D	The correct answer is choice (D) The data suggested that beaked whales were especially sensitive to even low levels of underwater noise. This statement provides reliable evidence from a study to support the claim. Choice (A) is incorrect because it simply makes a claim but provides no support. Choices (B) and (C) are incorrect because they give details about the study but do not tell what the study concluded.
10	ELAGSE7RI9 Informational/ Explanatory	3	A	The correct answer is choice (A) It uses evidence to dispute the idea that underwater noise is bad, while “What to Do about Underwater Noise” maintains that underwater noise is a problem. The author of “What to Do about Underwater Noise” presents a study that proves that underwater noise negatively impacts whales, but the author of “What Underwater Noise?” disputes the claim. Choice (B) is incorrect because both articles draw from scientific data to make conclusions. Choice (C) is incorrect because the author of “What Underwater Noise?” does not call for more research, while the author of “What to Do about Underwater Noise” finds the current research conclusive. Choice (D) is incorrect because the authors of both articles demonstrate concern on the part of the navy.
11	ELAGSE7RI8 Informational/ Explanatory	3	N/A	See scoring rubric and sample responses on page 68.
12	ELAGSE7W1, ELAGSE7L1, ELAGSE7L2	4	N/A	See scoring rubric beginning on page 91 and sample response on page 69.
13	ELAGSE7L5a Informational/ Explanatory	2	D	The correct answer is choice (D) They look like their surroundings. The animals blending in with the leaves supports the key that they look like their surroundings. Choice (A) is incorrect because the context does not support pretending to be unafraid. Choice (B) is incorrect because, while “plain sight” might suggest clear vision, it takes into account only part of the sentence and not the context. Choice (C) is incorrect because, while “plain sight” may suggest they are out in the open, it does not take into account the entire sentence and context.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
14	ELAGSE7RI6 Informational/ Explanatory	3	B/D	<p>The correct answers are choice (B) The author believes that mimicry is useful to many animals, and choice (D) Being a copycat can have its advantages.</p> <p>The passage emphasizes how different types of mimicry help animals defend themselves against predators. Mimicry tricks a predator into believing that the animal is a different animal or plant species that the predator avoids eating, which reinforces the idea that being a copycat can be useful. In Part A, choices (A), (C), and (D) are incorrect because these choices misinterpret the author’s purpose. In Part B, choices (A), (B), and (C) are incorrect because they are details from the passage that support specific aspects of mimicry but not the overall usefulness.</p>
15	ELAGSE7RI5 Informational/ Explanatory	2	B	<p>The correct answer is choice (B) by offering additional instances of animals using mimicry. The passage explains different types of mimicry and how species use mimicry to survive. The chart provides additional examples that support ideas explained in the passage. Choice (A) is incorrect because, although related to the chart, these are not new types of mimicry. Choice (C) is incorrect because, although there are different animals in the chart, they are not being compared. Choice (D) is incorrect because, although there are different types of animals in the chart, the author does not indicate one animal is more important than another.</p>
16	ELAGSE7RI2 Informational/ Explanatory	2	N/A	See scoring rubric and exemplar response on page 70.
17	ELAGSE7W3	4	N/A	See scoring rubric beginning on page 87 and sample responses on page 71.
18	ELAGSE7W1a	3	C	<p>The correct answer is choice (C) Some classmates favor the field trip because it will be an unforgettable experience, but that experience lasts only one day, while the experiences offered by tablets will be ongoing. This is the only option that acknowledges a counterclaim, which in this case is that some students would rather the money be spent on a field trip. Choices (A), (B), and (D) are additional benefits and support for using the money to purchase the tablets.</p>
19	ELAGSE7W2e	2	D	<p>The correct answer is choice (D) Change “a ton better” to “much improved” in sentence 5. The formal style requires a more formal turn of phrase, which “much improved” is. Choices (A), (B), and (C) use formal words/phrases that do not need to be replaced.</p>

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
20	ELAGSE7W3a	2	A	The correct answer is choice (A) This was the final round of the state finals in public speaking, and Jennifer had already competed against some outstanding competitors to win her spot in the finals. This is the only option that explicitly establishes the context of a state finals competition for public speaking. Choice (B) is incorrect because, while the sentence includes details about how Jennifer is feeling, it does not establish the context of a public speaking contest. Choice (C) is incorrect because, while the sentence mentions having competition, it does not establish how Jennifer is feeling or the context of a public speaking contest. Choice (D) is incorrect because the sentence indicates Jennifer is nervous to speak, but it does not establish the context of a public speaking contest.
21	ELAGSE7W4	2	C	The correct answer is choice (C) sentence 4. Sentence 4 contains information that is related to the topic of wolves but is irrelevant to the rest of the paragraph. Choices (A), (B), and (D) are all logical sentences that contain relevant information to the paragraph.
22	ELAGSE7W8	2	B	The correct answer is choice (B) a book of essays written by historians about the reasons the United Nations was founded. This book would relate most to the topic of how the United Nations began. Choices (A), (C), and (D) are less related to the topic of origins of the United Nations.
23	ELAGSE7W3d	2	N/A	See scoring rubric and exemplar response on page 72.
24	ELAGSE7W4	2	N/A	See scoring rubric and exemplar response on page 73.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 11

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to evaluate whether reasoning is sound and evidence is relevant to the central argument in a text • Includes specific examples/details that makes clear reference to the text • Adequately explains whether the reasoning is sound and evidence is relevant to the central argument found in a text with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to evaluate whether reasoning is sound and evidence is relevant to the central argument in a text • Includes vague/limited evidence that makes reference to the text • Explains whether the reasoning is sound and evidence is relevant to the central argument in a text with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to evaluate if evidence is relevant to the central argument in a text

Exemplar Response

Points Awarded	Sample Response
2	<p>The author of “What Underwater Noise?” is making the argument that noise does not negatively affect sea creatures. The quotation telling about one study’s conclusion that sonar activity caused one species of whale to change its behavior actually supports the opposing argument. So this quotation is not relevant and does not support the author’s main argument. By including this quotation, the author of the second passage is suggesting that some support may actually exist for the opinion of the author of the first passage—as well as suggesting that there may be some value in the study itself.</p>
1	<p>The author of “What Underwater Noise?” says that we don’t need to worry about reducing noise in the world’s oceans. The quotation supports the opposite opinion.</p>
0	<p>The author says noise is not a problem.</p>

Item 12

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 91 and 92 to see why this example would earn the maximum number of points.

For several decades, Americans have been more aware of the pollution they create. They understand that air gets polluted by emissions from our cars, planes, and other equipment. Water gets polluted by emissions and by use of fertilizers on our lawns and fields. The ground gets polluted by oil run-off from our roads and the trash we throw away. There is also light pollution—the light created by our streetlights and store signs creates a glare that makes it seem as if it is always daytime. And noise pollution occurs in places where there is constant machine activity, such as city streets and even under the ocean. Scientists today are worried that animals are really suffering because of the pollution we humans have created. They say we are causing all kinds of animals to go extinct. It would be good to be more thoughtful about the pollution we create in order to preserve the world’s animals.

Noise pollution is one big issue in the world’s oceans. Underwater noise pollution is the result of human activity in the water—ships transporting goods around the world, submarines patrolling the waters, and oil refineries drilling and processing oil from beneath the ocean’s floor. The noise doesn’t bother us humans because we can’t hear it, but scientists say that it is upsetting some underwater creatures, especially whales. Some studies have shown that some particular species of whales, including beaked whales, pilot whales, and melon-headed whales, respond negatively to underwater noise. It caused some whales to change their behaviors. Some scientists argue that in particular navy sonar activities, which use sound waves to explore the ocean, cause the whales to have communication problems. Yet, a navy study done with other marine life experts has shown no such results. The navy has argued that as a result it should be allowed to continue its activities.

While there are studies that suggest that animals are not affected by the noise and other kinds of pollution we create, it is not a good idea for anybody to have to live in a polluted environment—humans or animals. Everyone, including the world’s animals, would be better off if we cut back on the use of fossil fuels and other activities that make the world a dirtier, noisier place.

Item 16

Scoring Rubric

Points	Description
2	The student correctly fills in all three bullets (order within the box does not matter).
1	The student correctly fills in two bullets (order within the box does not matter).
0	The student does not correctly fill in at least two bullets.

Exemplar Response

The correct response is shown below.

↶
?

Objective Summary of “Impostors in the Great Outdoors”

- **Animals use features such as color and shape to avoid predators.**
- **Mimicry occurs when animals copy others to stay safe from enemies.**
- **Some animals enable a bad taste or smell if other animals seek to harm them.**

It is interesting when animals use mimicry to show they are poisonous.

Some fish have spots near their tails that look like the eyes on their heads.

It is amazing how many different methods animals have to remain uninjured.

The correct answers are “Animals use features such as color and shape to avoid predators,” “Mimicry occurs when animals copy others to stay safe from enemies,” and “Some animals enable a bad taste or smell if other animals seek to harm them.” These responses include high-level key details about animals’ defense mechanisms while avoiding opinions (“amazing” or “interesting”) or specific examples (“Some fish have spots near their tails”) that are unnecessary in a summary. NOTE: Response order does not affect scoring.

Item 17

To view the four-point holistic rubric for a text-based narrative response, see pages 87 and 88.

Exemplar Response

Points Awarded	Sample Response
4	<p>One afternoon, my two buddies, Legs and Stretch, were hanging out with me on a tree limb. We were watching the leaf cutter ants below haul their perfectly cut pieces of leaves to their huge home in the hillside. It was exhausting just watching them. My name is Slim, and my buddies and I are three of the coolest walking sticks to live in the jungles of Costa Rica. We don't like to work hard like the ants. In fact, one thing we need to be good at is NOT moving too much. See, we need to stay still and blend in with the twigs in the trees we live in, otherwise predators can see us easily.</p> <p>Let me tell you a story about how Stretch got out of a sticky situation last week. It was a rainy morning in the foggy jungle. Stretch said "I'm tired of being wet, I'm going to drop out of this tree and run across the path to that tree that's protected from the rain. Who's with me?" You could have heard crickets. Legs screamed "are you crazy, I'm not risking it! You know those toucans that live around here love a crunchy snack when they can get one!" Despite being warned, Stretch took off running! We yelled "go, go, go!" Suddenly, we saw a dark shadow appear on the ground and when we looked up a toucan was diving straight for our buddy Stretch. We held our breath. Stretch had just made it across and froze on a twig just in time to confuse the diving toucan. For a minute, we couldn't even see Stretch! If Stretch wouldn't have been able to mimic a twig, he'd have been a gonner! Life is good in Costa Rica once again.</p>
3	<p>I haven't moved for two hours, I'm so scared. I say to myself, "I wonder when that shark will give up and find another place to hunt for food?" Right now I look like a big rock on the bottom of the ocean. I've pulled in my 8 arms, changed my color to brown and made my skin look bumpy. If I didn't look just like a rock...I would have been eaten by now. "Oh good, the shark has moved on." I can relax now. I propel over to my cave house and tell my mom about the shark. She says "I'm so glad you're ok. You did the right thing to avoid getting eaten. Do you remember that other thing I told you to do too, if a shark gets too close?" "Yes mom", I said. "I can spray my ink!" Mom smiled, she was proud that I remembered my octopus survival skills!</p>
2	<p>My name is Tigo and I am a leaf-litter toad. Everyday birds and snakes and other predators try to hunt and eat me. It's . not safe out there I would like to see what the outside world looks like but I'm stuck here. There are too many birds flying over all the time. Im glad I have the forest floor to help protect me. I stay still and blend in with the fallen leaves. I look just like them.</p>
1	<p>there were birds flying high above me. they always wanted to dive down to eat me so I just spread my wings out and then I look like a poisonous butterfly and fly away.</p>
0	<p>Mimicry means copying.</p>

Item 23**Scoring Rubric**

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

On the last day of July, the weather forecaster that the unbearable heat of summer would be coming to an end. Upon hearing the weather forecast, my older sister groaned with disappointment, as if it were the worst news she had ever heard. She had been counting on the warm weather to last until the weekend because she had plans to swim in the lake with her friends. Luckily for my sister, by the time the weekend arrived, the temperatures into the 90s.

In the first drop-down menu, the correct response is “predicted” because it is the most precise word the student can use to convey what the weather forecaster did. In the second drop-down menu, the correct response is “soared” because it is the most precise word to convey the rise in temperature. Both responses improve the paragraph by providing the most precise language.

Item 24

Scoring Rubric

Points	Description
2	The student correctly selects both drop-down menu options.
1	The student correctly selects one drop-down menu option.
0	The student does not correctly select either drop-down menu option.

Exemplar Response

The correct response is shown below.

Skijoring is a sport that was demonstrated at the 1928 Winter Olympics but never became an official Olympic sport. In Norwegian, “skijoring” means “ski driving.” Skijoring athletes wear skis and are pulled by . Although skijoring is not an Olympic sport, it is .

In the first drop-down menu, the correct response is “motor vehicles, dogs, or horses.” This response provides coherence because it includes specific, clear examples of how athletes can be pulled in skijoring. In contrast, the other response options are too vague to support the reader’s understanding of the topic. In the second drop-down menu, the correct response is “popular in snowy countries.” The word “popular” clearly describes the affection that the public feels for this sport; the phrase “snowy countries” provides clarity on where the sport is popular. The other response options lack the specific information necessary for clear and coherent writing.

ACTIVITY

The following activity develops skills in Unit 3: Writing.

Standards: ELAGSE7W1, ELAGSE7W4, ELAGSE7W9

Writing Techniques

The three-column chart below lists examples of writing techniques that may be used in argumentative texts.

Techniques	Definition	Example
Repetition	repeating a word or phrase two or more times to highlight how important it is	“Save paper, save plastic, save the world!”
Second person	using the pronoun <i>you</i> to address the readers or listeners directly to make them feel involved	“You can help give these animals a happier life.”
Statistics	using numbers to support your point	“Over 80 percent of students think we should allow cell phones in class.”
Rhetorical questions	posing a question that does not require an answer	“Why should we care about people who live on the other side of the world?”

The ability to identify writing techniques used in argumentative texts, including bias, is an important part of evaluating argumentative writing.

Find two organizations that might have opinions about ocean noise (environmental groups, scientific research groups, the navy), and list the biases that might affect the writing of their members.

The following website will help you choose reliable, unbiased sources:

<http://ergo.slv.vic.gov.au/learn-skills/research-skills/select-resources/identify-bias>

Unit 4: Language

CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the conventions of Standard English, including grammar and usage and the proper use of capitalization, punctuation, and spelling.

Conventions of Standard English

- Show a command of the conventions of Standard English grammar and usage when writing.
- Show a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Understand the function of phrases and clauses and their function in specific sentences. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.
- Vary your sentence construction using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas in your writing.
- Understand the rule using a comma to separate coordinate adjectives.

Knowledge of Language

- Express yourself clearly and in an interesting way.
- Choose your words carefully so readers understand what you are writing.
- Use adequate descriptions and explanations while also avoiding wordiness and redundancy.

Vocabulary Acquisition and Use

- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Show an understanding of figurative language (i.e., similes, metaphors, personification, hyperbole, idioms, onomatopoeia, alliteration, and assonance) and interpret figures of speech (e.g., literary, biblical, and mythological allusions).
- Use the relationships between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Think about the connotations of words with similar definitions.
- Use reference materials to determine or clarify a specific word's precise meaning or its part of speech.

KEY TERMS

Grammar: Grammar refers to the set of rules for language. (L1)

Usage: Using the correct word when there is a choice is known as correct usage (e.g., *to*, *too*, and *two*). (L1)

Phrase: A phrase is a group of words working together as a unit. For example, *will be studying* is a verb phrase. (L1a)

Clause: A clause is a group of words that contains a subject and a verb. An independent clause expresses a complete thought and stands alone. An example is *I walked home from school*. A dependent clause contains a subject and a verb but cannot stand on its own. An example is *When my last class ended*. A dependent clause must be joined to an independent clause to be grammatically correct. An example is *When my last class ended, I walked home from school*. (L1a)

Simple sentence: A simple sentence expresses a single complete thought and contains a subject and a verb; for example, *The child rode his bicycle to school*. The sentence expresses a single thought and contains the subject *child* and the verb *rode*. (L1b)

Compound sentence: A compound sentence contains two independent clauses joined by a conjunction. An independent clause is a part of a sentence that can stand alone because it expresses a complete thought and has a subject and a verb. For example, *The child rode his bicycle to school, so he made it to his first class on time*. The sentence contains two independent clauses joined by the conjunction *so*. (L1b)

Complex sentence: A complex sentence contains an independent clause joined by one or more dependent clauses. A dependent clause is a part of a sentence that cannot stand alone because it does not express a complete thought. For example, *After the child rode his bicycle to school, he decided to stop for breakfast in the cafeteria*. The sentence is a complex sentence because *After the child rode his bicycle to school* is a dependent clause joined to the independent clause *he decided to stop for breakfast in the cafeteria*. (L1b)

Compound-complex sentence: A compound-complex sentence has two independent clauses and at least one dependent clause. For example, *After the child rode his bicycle to school, he decided to stop for breakfast in the cafeteria, but he still made it to class on time*. The sentence contains the dependent clause *After the child rode his bicycle to school*, followed by two independent clauses. (L1b)

Misplaced modifier: A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies/describes. For example, *I found a gold woman's necklace on the sidewalk*. In this sentence, *gold* is a misplaced modifier. This sentence makes it sound like the woman, instead of the necklace, was gold. (L1c)

Dangling modifier: A dangling modifier is a phrase or clause that is not clearly and logically related to the word or words it modifies. For example, *Fixed last night, Abby could use her car*. In this sentence, *Fixed last night* is a dangling modifier. The sentence makes it sound like Abby, instead of her car, was fixed last night. (L1c)

Punctuation: Punctuation refers to writing marks that help to separate and clarify ideas. Examples of punctuation are the period, comma, colon, dash, parentheses, exclamation mark, and question mark. (L2)

Coordinate adjectives: Adjectives that appear in a sequence to modify the same noun are coordinate adjectives; for example, *it was a bright, sunny day*. Coordinate adjectives usually need a comma to separate them. (L2a)

Redundancy: Using a phrase or word that repeats something else and is unnecessary is known as redundancy. Writers should be concise and precise, thereby avoiding redundancy. **Concise** means to share as much information as possible in as few words as possible. **Precise** means to be as accurate and exact as possible. (L3a)

Context: Context refers to words and phrases that surround another word and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word *leaves* is a **multiple-meaning word** because it could mean several things. When a full sentence is included, such as *The leaves of the tree were swaying in the wind* or *She needs to remember to grab her backpack before she leaves for school*, the meaning is clear. (L4, L4a)

Context clues: Context clues are the words, facts, or ideas in a text that explain a difficult or unusual word. For example, *dehydrated* is a difficult word. However, you can use clues included in the context of a piece of writing to figure out the meaning of *dehydrated*. *After running in gym class, I was dehydrated. I felt much better after drinking two glasses of water.* Using the context clues in the sentences, it is clear the meaning of *dehydrated* is *in need of water*. (L4a)

Root: The root of a word is the foundation of a word. Knowing the meaning of the root can help a reader determine the meaning of its variations. For example, if you know that a “school” is a place that provides knowledge, you may be able to guess that “scholar” is someone who is seeking knowledge. (L4b)

Affix: An affix refers to letters that are added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

Dictionary: A dictionary is a reference book that provides the **precise**, or exact, meanings of words and phrases. (L4c)

Glossary: A glossary is an alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4c)

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. Literal refers to the actual meaning of a word or phrase. For example, if someone tells you to *open the door*, you can open a physical door. If someone tells you to *open the door to your heart*, you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. (L5)

The following are examples of figurative language:

- **Personification:** When a writer describes an object as if it were a person, he or she is using personification; for example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they moved gently in the breeze. (L5)
- **Simile:** A simile is a comparison using *like* or *as*; for example, *She is as pretty as a picture*. (L5)
- **Metaphor:** A metaphor is a direct comparison that states one thing is another. It isn't meant to be literal, but descriptive. For example, if someone describes recess by saying that *it was a zoo*, he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (L5)
- **Allusion:** An allusion is an indirect reference to something. When a writer refers to something without mentioning it explicitly, it is an allusion; for example, *The new student is a regular Einstein*. In this sentence, the writer is alluding to Albert Einstein, the Nobel Prize-winning scientist and historical figure. (L5a)

- **Hyperbole:** Hyperbole is exaggeration beyond belief. *My father can lift two tons* is an example of hyperbole. (L5)
- **Idiom:** Idioms are quirky sayings and expressions specific to a language. If a saying seems unfamiliar or is not understood, it may be an idiom that needs to be researched. (L5)
- **Onomatopoeia:** Onomatopoeia is a word that imitates the natural sound of something. Examples are *meow, pop, fizz, and clop*. (L5)
- **Alliteration:** Alliteration is the use of the same sound to start several words in a row; for example, *The beautiful butterfly blew by the bay*. (L5)
- **Assonance:** Assonance is the use of words that have repetition of similar vowel sounds but are not rhyming words. Examples are *cake* and *lane* or *eat* and *eel*. (L5)

Figure of speech: A figure of speech is a word or phrase that has a meaning beyond the literal meaning of the word. Figures of speech are often used to emphasize an image, situation, or emotion for greater effect. The most common figures of speech are personification, simile, metaphor, hyperbole, idiom, onomatopoeia, and alliteration. (L5a)

Synonym: A synonym is a word or phrase that means exactly or nearly the same thing as another word or phrase in the same language. Examples are *teacher* and *instructor*, *automobile* and *vehicle*, *tired* and *fatigued*. (L5b)

Antonym: An antonym is a word or phrase that means the opposite of a word or phrase in the same language. Examples are *good* and *bad*, *sad* and *happy*, *stop* and *start*. (L5b)

Analogy: An analogy is a comparison between two things that helps to express the relationship or connection between the words. For example, *Moon is to night as sun is to day*. (L5b)

Denotation and connotation: A **connotation** is an implied meaning—it is the meaning the writer intends, which may not be the same thing as the literal or dictionary meaning of a word. **Denotation** is the exact definition of a word. Words can have different connotations depending on how they are used. For example, *polite* and *diplomatic* have similar denotations (respectful, courteous) but can have different connotations (*polite* is more positive, while *diplomatic* connotes that the respectful behavior may be masking other true feelings). (L5c)

Important Tips

- ✍ To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.
- ✍ When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward or elsewhere in the passage to understand the context of how the word is being used.

SAMPLE ITEMS

Item 25

Selected-Response

The sentence below has a spelling error.

In the laboratory, we set up the apparatus efficiently in aproximately 10 minutes.

Which word is NOT spelled correctly?

- A. laboratory
- B. apparatus
- C. efficiently
- D. aproximately

Item 26

Selected-Response

Based on the word parts, what is the meaning of *universal* in the sentence?

They want to know why some stories receive universal acceptance, and others do not.

- A. possible
- B. regular
- C. common
- D. serious

Item 27

Selected-Response

Which sentence uses commas correctly?

- A. She was happy with the quick, satisfying results.
- B. The group decided to stage the old, original, play.
- C. They painted the old barn with a bright, red paint.
- D. We went to the beach and built a sturdy, sand tower.

Item 28

Selected-Response

Which sentence contains an error between the relationship of ideas?

- A. Coming home late, they went straight to bed.
- B. Walking in the door, the lights were turned on.
- C. Without being warned, we heard them yell, “Surprise!”
- D. “Hello!” he shouted, waving to us from across the street.

Item 29

Selected-Response

Which revision of the sentence BEST expresses the ideas clearly and concisely?

The first thing that we need to take care of when we meet during club time for the Spanish Club is figuring out when we will have elections and also finding out who can be available to be working at the booth for the club fair at school.

- A. Finding a date for elections and then also finding someone who can work at the Spanish Club booth at the club fair are both things that we need to take care of when we meet during club time.
- B. During the time we meet for Spanish club, our most urgent first thing that we should try to take care of is a date for elections and club fair stuff.
- C. A thing we may want to take care of in Spanish Club is elections and who can be on hand for the Spanish Club booth at the club fair at school when it happens.
- D. During our Spanish Club meeting, we most urgently need to decide on a date for elections and who can work at the Spanish Club booth at the school’s club fair.

Item 30**Drop-Down Technology-Enhanced**

Read the sentence. Choose the correct spelling of each word from the drop-down menus.

The supply of raspberries came from the bushes that mark the between our backyard and our neighbor's property.

- ➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

The supply of raspberries came from the bushes that mark the between our backyard and property.

<input type="text"/>
plentyful
plentifull
plentiful

<input type="text"/>
boundary
boundry
bowndary

Item 31

Drag-and-Drop Technology-Enhanced

Complete the chart by recognizing and correcting sentences with misplaced or dangling modifiers. A sentence may be correct as is.

Sentence	Type of Modifier the Sentence Has	Corrected Version of Sentence
While biking around the city, many trees had fallen across the path in front of me.		
I had to quickly maneuver the bike around the obstacles in order to avoid a fall.		
I swerved into a muddy puddle and was splashed from head to toe off the path.		

<u>Types of Modifiers</u>	<u>Corrected Versions of Sentences</u>	
dangling	While biking around the city, I saw that many trees had fallen across the path.	I was splashed from head to toe when I swerved my bike off the path and into a muddy puddle.
misplaced		
correctly used	Obstacles were all around, and I had to maneuver the bike to avoid falling.	Correct as is.

 Use a mouse, touchpad, or touchscreen to move the sentences below the chart into the boxes in the chart.

SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
25	ELAGSE7L2b	1	D	The correct answer is choice (D) approximately. The word should be spelled “approximately.” Choices (A), (B), and (C) are all spelled correctly.
26	ELAGSE7L4b	1	C	The correct answer is choice (C) common. It comes from the Latin root word “uni,” meaning “one” or “whole.” The word “universe” refers to all that exists, so by extension “universal” means common to all. Choices (A), (B), and (D) are not the correct meanings of the word.
27	ELAGSE7L2a	2	A	The correct answer is choice (A) She was happy with the quick, satisfying results. A comma is used to separate coordinate adjectives. Choice (B) is incorrect. The comma between “old” and “original” is correct, but there should not be a comma between “original” and “play.” Choice (C) is incorrect because a comma is not required between the adjectives “bright” and “red.” Choice (D) is incorrect because a comma does not belong between “sturdy” and “sand.”
28	ELAGSE7L1c	2	B	The correct answer is choice (B) Walking in the door, the lights were turned on. This is written incorrectly because the modifier is misplaced. The “lights” are not the subject of the sentence—they are not walking in the door. Choice (A) is written correctly. The clauses in this sentence are written correctly. Choice (C) is written correctly without a misplaced modifier. Choice (D) is written correctly. The clauses in this sentence are written correctly.
29	ELAGSE7L3a	2	D	The correct answer is choice (D) During our Spanish Club meeting, we most urgently need to decide on a date for elections and who can work at the Spanish Club booth at the school’s club fair. This sentence is both the clearest in meaning and the most concise of the options given. Choices (A), (B), and (C) are either less clear, less concise, or both.
30	ELAGSE7L2b	1	N/A	See scoring rubric and exemplar response on page 84.
31	ELAGSE7L1c	3	N/A	See scoring rubric and exemplar response on page 85.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 30

Scoring Rubric

Points	Description
1	The student correctly selects both drop-down menu options.
0	The student does not correctly select both drop-down menu options.

Exemplar Response

The correct response is shown below.

The supply of raspberries came from the bushes that mark the between our backyard and our neighbor's property.

In the first drop-down menu, the correct response is “plentiful.” This is because when a suffix (such as -ful) is added to a word ending in -y where -y is preceded by a consonant (such as “plenty”), the -y is dropped and replaced by an -i, and then the suffix is added (as in “plentiful”). In the second drop-down menu, the correct response is “boundary” because -ary is a suffix that creates a noun form of a word; in this case, the addition of -ary changes the verb “bound” (meaning “to form a separating line”) into the noun “boundary” (meaning “a place or thing that indicates a separating line”).

WRITING RUBRICS

Grade 7 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents a qualitative description of the student's work. To score an item on a holistic rubric, the scorer need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Argumentative or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose for each trait the criteria and associated point value that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 7 English Language Arts EOG assessment.

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and point of view and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally and logically • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another • Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence of events and signal shifts in one time frame or setting to another • Uses words, phrases, and details to capture the action and convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*

Four-Point Holistic Rubric

Genre: Narrative (continued)

Writing Trait	Points	Criteria
<p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	2	<p><i>The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use some narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently and ineffectively to indicate sequence of events and signal shifts in one time frame or setting to another • Uses some words or phrases inconsistently and ineffectively to convey experiences and events and capture the action • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p><i>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or character • May be too brief to demonstrate a complete sequence of events or signal shifts in one time frame or setting to another • Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences, or events, or signal shifts in one time frame or setting to another • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect • Effectively uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts • Uses precise language and domain-specific vocabulary to inform about or explain the topic • Establishes and maintains a formal style • Provides a strong concluding statement or section that follows from the information or explanation presented
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • Generally organizes ideas, concepts, and information • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style, for the most part • Provides a concluding statement or section
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details • Ineffectively organizes ideas, concepts, and information • Uses few transitions to connect and clarify relationships among ideas • Uses limited language and vocabulary that does not inform or explain the topic • Uses a formal style inconsistently or uses an informal style • Provides a weak concluding statement or section
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic, or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Uses a very informal style • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions</p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	4	<p><i>The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.</i></p> <ul style="list-style-type: none"> • Effectively introduces claim(s) • Uses an organizational strategy to clearly present reasons and relevant evidence logically • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts • Acknowledges and counters opposing claim(s), as appropriate • Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence • Establishes and maintains a formal style that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
	3	<p><i>The student's response is a complete argument that develops and supports claims with some text-based evidence.</i></p> <ul style="list-style-type: none"> • Clearly introduces claim(s) • Uses an organizational strategy to present reasons and evidence • Uses facts, details, definitions, examples, and/or other information to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words, phrases, or clauses that connect and show relationships among claim(s), reasons, and evidence • Uses a formal style fairly consistently that is appropriate for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	2	<p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i></p> <ul style="list-style-type: none"> • Attempts to introduce claim(s) • Attempts to use an organizational structure which may be formulaic • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Uses few words, phrases, or clauses to connect ideas; connections are not always clear • Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p> <ul style="list-style-type: none"> • May not introduce claim(s), or they must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claim(s) • Uses minimal or no words, phrases, or clauses to connect ideas • Uses very informal style that is not appropriate for task, purpose, or audience • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions</p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)									
	3	4	5	6	7	8	9–10	11–12		
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.										
L.3.3a. Choose words and phrases for effect.										
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.										
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).										
L.4.3a. Choose words and phrases to convey ideas precisely.*										
L.4.3b. Choose punctuation for effect.										
L.5.1d. Recognize and correct inappropriate shifts in verb tense.										
L.5.2a. Use punctuation to separate items in a series.†										
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.										
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).										
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.										
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.										
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.†										
L.6.3b. Maintain consistency in style and tone.										
L.7.1c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.										
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.										
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.										
L.9-10.1a. Use parallel structure.										

* Subsumed by L. 7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

Study/Resource Guide
for Students and Parents
Grade 7
English Language Arts

