Georgia's K-12 English Language Arts (ELA) Standards

Language, Texts, & Practices



8th Grade

Georgia Department of Education

8th Grade Table of Contents & Navigation

DOMAIN: Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.
I. BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
II. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
DOMAIN: Texts (T) Students grow in their learning as they purposefully engage with texts.
I. BIG IDEA: Context Students recognize influences on texts and analyze how they shape meaning.
II. BIG IDEA: Structure & Style Students analyze and use organizational structures and style to shape ideas and information.
III. BIG IDEA: Techniques Students analyze and apply various techniques to comprehend and shape meaning.
IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
V. BIG IDEA: Periods & Movements Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
DOMAIN: Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.
I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

8th Grade Language: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.* *The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) chart is designed to function as a K-12 progression of skills and concepts.
STANDARD 6-8.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.
II. BIG IDEA: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
STANDARD 6-8.L.V.2: Word Analysis Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.
STANDARD 6-8.L.V.3: Meaning & Purpose Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

8th Grade Grammar Conventions: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.* *The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) chart is designed to function as a K-12 progression of skills and concepts.
STANDARD 6-8.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.

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I. BIG IDEA: Grammar Conventions (GC)
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics
Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.*

*The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) Chart is designed to function as a K-12 progression of skills and concepts.

Understanding & Using the GUM Chart

The Grammar, Usage, & Mechanics (GUM) Chart shows the progression of K-12 expectations for standard K-12.L.GC.1. Each expectation belongs to one of three categories, which are coded as follows:

Grammar: G | Grammar is the system and structure of a language. It describes how the parts of speech are used to craft and structure meaningful sentences.
Usage: U | Usage refers to how words and phrases communicate meaning in context.
Mechanics: M **|** Mechanics are the rules and conventions that govern the technical aspects of written language: capitalization, punctuation, and spelling. (Please note that spelling expectations are outlined in the K-5 Foundations Domain as part of the Phonics Big Idea.)

Students learn, practice, and master grammar, usage, and mechanics skills through explicit instruction and in context as they routinely interpret and construct texts. Mastery is achieved when students apply skills appropriately and consistently both in and out of context. Skills that are more complex often take more than one academic year to master. Upon achieving mastery, students will continue to apply these skills as they read and write increasingly complex texts. These skills should be periodically formatively assessed and reinforced as needed to ensure that students maintain proficiency as text complexity increases.

The GUM chart uses the following five codes to communicate end-of-grade-level expectations:

Not Yet Introduced: NYI | The skill has not yet been introduced in the K-12 progression; it is not a formal grade-level expectation.
Introduce: I | The skill is introduced at this grade level; students practice applying the skill, but end-of-grade mastery is not required.
Continue: C | The skill is introduced at an earlier grade level; students continue to practice and apply it, but end-of-grade mastery is not required.
Master: M | The skill should be mastered by the end of this grade.
Reinforce: R | The skill is mastered in an earlier grade level; it should be reinforced as students read and write increasingly complex texts.

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K-12 Grammar, Usage, & Mechanics (GUM) Chart

STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics | Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
U	Use nouns and verbs to share complete thoughts when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Form and use singular and plural nouns when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Use interrogatives to ask questions when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
M	Capitalize the first word of a sentence and the pronoun *I*.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
G	Form regular plural nouns by adding -s or -es.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -ing, -ed, or -s.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use action verbs.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use adjectives and adverbs.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Use common and proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form and use the simple verb tenses.	I	C	M	R	R	R	R	R	R	R	R	R	R
U	Use determiners (articles, possessive determiners, demonstrative adjectives).	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Capitalize proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Use periods, exclamation marks, and question marks at the end of sentences.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form plural nouns by changing -y to -ies.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use personal pronouns (subject, object, and possessive).	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use frequently occurring prepositions.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use commas to separate items in a series and to format dates, addresses, salutations, and closings.	NYI	I	M	R	R	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
M	Use apostrophes to form contractions and singular possessive nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use irregular plural nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use the past tense of irregular verbs.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Use coordinating conjunctions to join words, phrases, or clauses.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -d or -es.	NYI	NYI	I/M	R	R	R	R	R	R	R	R	R	R
G	Use collective and abstract nouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Use reflexive pronouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use commas with coordinating conjunctions to join independent clauses.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use hyphens to divide words at line breaks.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Form and use prepositional phrases.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Form and use comparative and superlative adjectives and adverbs.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
U	Ensure pronoun-antecedent agreement.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Use relative pronouns and relative adverbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use interjections.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use helping and linking verbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
U	Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise).	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Use commas to indicate direct address and to set off the words *yes* and *no.*	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
M	Use apostrophes to form plural possessive nouns.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use indefinite pronouns, ensuring correct agreement.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use subordinating conjunctions to join clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use commas after introductory phrases or clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use intensive pronouns.	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R
G	Form and use the progressive, perfect, and perfect progressive verb aspects.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Form and use participles.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
U	Recognize and correct vague pronoun references.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Use correlative conjunctions to join words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use semicolons to separate items in a series or list when at least one of the items already contains commas.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R
M	Use ellipses appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use hyphens with appropriate affixes and compound words.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
GU	Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.	NYI	NYI	NYI	NYI	NYI	I	C	C	C	M	R	R	R
G	Use demonstrative pronouns.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I, M	R	R	R	R	R
M	Use colons to introduce lists, examples, and explanations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R
U	Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R
U	Use tenses and aspects to indicate the mood of a verb.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use colons to introduce quotations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use dashes appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R
GUM	Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R

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I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	
STANDARD 6-8.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.L.GC.2.a	*Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.*
Expectations for Constructing Texts Writing | Speaking | Composing	
8.L.GC.2.b	*Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text.*
8.L.GC.2.c	*Distinguish between active and passive voice, revising texts to maintain consistency in active voice.*
8.L.GC.2.d	Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement.
8.L.GC.2.e	This progression begins in 9th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

8th Grade Vocabulary: Table of Contents & Navigation

II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
STANDARD 6-8.L.V.2: Word Analysis Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.
STANDARD 6-8.L.V.3: Meaning & Purpose Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.

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

II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	
STANDARD 6-8.L.V.2: Word Analysis Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.
8.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.
8.L.V.2.d	Use knowledge of parts of speech to determine precise words and phrases when constructing texts.

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II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.	
STANDARD 6-8.L.V.3: Meaning & Purpose Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.L.V.3.a	This progression transitions to 6-8.L.V.3.b.
8.L.V.3.b	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
8.L.V.3.c	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).
8.L.V.3.d	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.L.V.3.e	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

8th Grade Texts: Table of Contents & Navigation

I. BIG IDEA: Context Students recognize influences on texts and analyze how they shape meaning.
STANDARD 6-8.T.C.1: Purpose & Audience Analyze the impact of purpose and audience on a wide variety of texts.
STANDARD 6-8.T.C.2: Authors & Speakers Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
II. BIG IDEA: Structure & Style Students analyze and use organizational structures and style to shape ideas and information.
STANDARD 6-8.T.SS.1: Organization Analyze and use organizational structures to craft meaning.
STANDARD 6-8.T.SS.2: Craft Interpret and use language to craft engaging texts.
III. BIG IDEA: Techniques Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD 6-8.T.T.1: Narrative Techniques Analyze and apply narrative techniques.
STANDARD 6-8.T.T.2: Expository Techniques Analyze and apply expository techniques.
STANDARD 6-8.T.T.3: Argumentative Techniques Analyze and apply argumentative techniques.
STANDARD 6-8.T.T.4: Poetic Techniques Analyze and apply poetic techniques.
IV. BIG IDEA: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
STANDARD 6-8.T.RA.1: Research & Inquiry Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
STANDARD 6-8.T.RA.2: Curating Sources & Evidence Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
V. BIG IDEA: Periods & Movements Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
STANDARD 6-8.T.PM.1: Periods & Movements Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

8th Grade Context: Table of Contents & Navigation

I. BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.
STANDARD 6-8.T.C.1: Purpose & Audience Analyze the impact of purpose and audience on a wide variety of texts.
STANDARD 6-8.T.C.2: Authors & Speakers Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.

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I. BIG IDEA: Context Students recognize influences on texts and analyze how they shape meaning.	
STANDARD 6-8.T.C.1: Purpose & Audience Analyze the impact of purpose and audience on a wide variety of texts.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.C.1.a	*Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.*
8.T.C.1.b	*Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.*
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.C.1.c	Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes.

I. BIG IDEA: Context (C) Students recognize influences on texts and analyze how they shape meaning.	
STANDARD 6-8.T.C.2: Authors & Speakers Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.C.2.a	Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.
8.T.C.2.b	Identify an author's bias and determine how that bias impacts text credibility.
8.T.C.2.c	*Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.*
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.C.2.d	Use a variety of credible sources to research the answers to questions on academic and individual topics of interest.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

8th Grade Structure & Style: Table of Contents & Navigation

II. BIG IDEA: Structure & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.
STANDARD 6-8.T.SS.1: Organization Analyze and use organizational structures to craft meaning.
STANDARD 6-8.T.SS.2: Craft Interpret and use language to craft engaging texts.

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II. BIG IDEA: Structure & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.	
STANDARD 6-8.T.SS.1: Organization Analyze and use organizational structures to craft meaning.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.SS.1.a	*Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.*
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.SS.1.b	*Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.*
8.T.SS.1.c	Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion.
8.T.SS.1.d	Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality.

II. BIG IDEA: Structure & Style (SS) Students analyze and use organizational structures and style to shape ideas and information.	
STANDARD 6-8.T.SS.2: Craft Interpret and use language to craft engaging texts.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.SS.2.a	Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.SS.2.b	*Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.*
8.T.SS.2.c	Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

8th Grade Techniques: Table of Contents & Navigation

III. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.
STANDARD 6-8.T.T.1: Narrative Techniques Analyze and apply narrative techniques.
STANDARD 6-8.T.T.2: Expository Techniques Analyze and apply expository techniques.
STANDARD 6-8.T.T.3: Argumentative Techniques Analyze and apply argumentative techniques.
STANDARD 6-8.T.T.4: Poetic Techniques Analyze and apply poetic techniques.

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III. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
STANDARD 6-8.T.T.1: Narrative Techniques Analyze and apply narrative techniques.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.T.1.a	*Analyze how narrative techniques are used across the text to develop plot, characters, and setting.*
8.T.T.1.b	Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience.
8.T.T.1.c	Analyze how authors convey and reveal themes through characters, events, and plot structure.
8.T.T.1.d	Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.T.1.e	*Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.*

III. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
STANDARD 6-8.T.T.2: Expository Techniques Analyze and apply expository techniques.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.T.2.a	Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.
8.T.T.2.b	Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
8.T.T.2.c	This progression ends in 5th grade.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.T.2.d	*Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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III. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
STANDARD 6-8.T.T.3: Argumentative Techniques Analyze and apply argumentative techniques.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.T.3.a	Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.
8.T.T.3.b	This progression begins in 9th grade.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.T.3.c	Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.
8.T.T.3.d	This progression begins in 9th grade.

III. BIG IDEA: Techniques (T) Students analyze and apply various techniques to comprehend and shape meaning.	
STANDARD 6-8.T.T.4: Poetic Techniques Analyze and apply poetic techniques.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.T.4.a	Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.T.4.b	*Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

8th Grade Research & Analysis: Table of Contents & Navigation

IV. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
STANDARD 6-8.T.RA.1: Research & Inquiry Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.
STANDARD 6-8.T.RA.2: Curating Sources & Evidence Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.

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IV. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	
STANDARD 6-8.RA.1: Research & Inquiry Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.RA.1.a	*Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.*
8.T.RA.1.b	*Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.*
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.RA.1.c	*Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

IV. BIG IDEA: Research & Analysis (RA) Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	
STANDARD 6-8.RA.2: Curating Sources & Evidence Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.RA.2.a	Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres.
8.T.RA.2.b	Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience.
Expectations for Constructing Texts Writing | Speaking | Creating	
8.T.RA.2.c	Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

8th Grade Periods & Movements: Table of Contents & Navigation

V. BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
STANDARD 6-8.T.PM.1: Periods & Movements Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

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V. BIG IDEA: Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	
STANDARD 6-8.T.PM.1: Periods & Movements Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	
8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
8.T.PM.1.a	Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works.
8.T.PM.1.b	Compare and contrast the treatment of a common theme by different writers within a time period.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Note: This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.

K-12 Practices: Table of Contents & Navigation

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
STANDARD K-12.P.EICC.1: Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
STANDARD K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.
III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.

STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.
IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.
K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition: Table of Contents & Navigation

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
STANDARD K-12.P.EICC.1: Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
STANDARD K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

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

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing |Speaking | Creating	
K-12.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
K-12.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
K-12.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.
K-12.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
K-12.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.	
K-12 Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
K-12.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
K-12.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.
K-12.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
K-12.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.
K-12.P.EICC.3.e	Make and track predictions about the events and information likely to come next.
K-12.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.
K-12.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

***Comprehension strategies** are tools that students should develop throughout their K-12 education as they work to interpret increasingly complex texts. The effectiveness of these strategies depends largely on the texts themselves, the reasons students engage with them, and the preferences and knowledge bases of individual students. For these reasons, students should receive instruction in a variety of comprehension strategies. Students should learn to select and apply strategies flexibly in order to make sense of the text and accomplish their goals.

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

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Situating Texts: Table of Contents & Navigation

II. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

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BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
K-12.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.
K-12.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
K-12.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
K-12.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Practices: Table of Contents & Navigation

III. BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.

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BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.	
K-12 Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
K-12.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
K-12.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
K-12.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
K-12.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.	
K-12 Expectations	
Expectations for Constructing Texts Writing | Speaking | Creating	
K-12.P.AC.2.a	Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
K-12.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
K-12.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
K-12.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

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BIG IDEA: Author's Craft (AC) Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
K-12.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
K-12.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
K-12.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Collaboration & Presentation: Table of Contents & Navigation

IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.
K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.

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BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
K-12.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
K-12.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
K-12.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.2.a	Communicate clearly to present ideas, information, and texts.
K-12.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.
K-12.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
K-12.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.
K-12.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.

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