

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate location.)
ELA8LSV1	ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
	a. Initiates new topics in addition to responding to adult-initiated topics.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	b. Asks relevant questions.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	c. Responds to questions with appropriate information.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	f. Actively solicits another person’s comments or opinions.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	g. Offers own opinion forcefully without domineering.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	h. Responds appropriately to comments and questions.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	j. Gives reasons in support of opinions expressed.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	k. Clarifies, illustrates, or expands on a response when asked to do so.	Power Write process: All forms of writing – Read Aloud, Input and Feedback
	m. Develops a plan of action or agenda for written and/or verbal follow-up.	Learning Log
ELA8LSV2	ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.	
	Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
	a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	Learning Log
	b. Analyzes oral communication by paraphrasing a speaker’s purpose and point of view, and asks relevant questions concerning the speaker’s content, delivery, and purpose.	Learning Log
	Critical Component: When delivering and responding to presentations, the student:	
	a. Gives oral presentations or dramatic interpretations for various purposes.	Power Write process: All forms of writing - Read Aloud
	b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.	Power Write process: All forms of writing – Evaluate 6 Traits – Organization, Ideas and Content, Voice
	c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).	Power Write process: All forms of writing - Read Aloud
	d. Uses language for dramatic effect.	Power Write process: All forms of writing – Evaluate 6 Traits – Word Choice, Voice; Read Aloud
	f. Responds to oral communications with questions, challenges, or affirmations.	Power Write process: All forms of writing – Input and Feedback
ELA8R1	ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	

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ELA8R1 Continued	Critical Component: For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
	a. Identifies the difference between the concepts of theme in a literary work and author's purpose in an expository text.	Reading Log; Power Write process: Compare/Contrast Essay; Prewrite/Organize Point-by-Point, Block Compare/Contrast Graphic Organizers
	b. Compares and contrasts genre characteristics from two or more selections of literature.	Reading Log; Power Write process: Compare/Contrast Essay; Prewrite/Organize Point-by-Point, Block Compare/Contrast Graphic Organizers
	c. Analyzes a character's traits, emotions, or motivations and gives supporting evidence from the text(s).	Reading Log; Power Write process: Describe a Person; Prewrite/Organize Describe a Person Graphic Organizer
	d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Reading Log; Power Write process: Compare/Contrast Essay; Prewrite/Organize Point-by-Point, Block Compare/Contrast Graphic Organizers
	e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.	Reading Log; Power Write process: Other
	f. Evaluates the structural elements of the plot (e.g., subplots, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Reading Log; Power Write process: Other
	g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:	Reading Log; Power Write process: Other
	i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter)	Reading Log; Power Write process: Other
	ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery).	Reading Log; Power Write process: Other
	h. Analyzes and evaluates how an author's use of words creates tone and mood and provides supporting details from text.	Reading Log; Power Write process: Other
	Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
	c. Recognizes and traces the development of an author's argument, point of view, or perspective in text.	Reading Log
	d. Understands and explains the use of a complex mechanical device by following technical directions.	Learning Log
ELA8R3	ELA8R3. The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student	
	c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Power Write process: All forms of writing; Read Aloud
ELA8R4	ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them. The student	
	a. Identifies a variety of Georgia authors both male and female.	Learning Log
	b. Identifies authors' connections to Georgia through a variety of materials including electronic media.	Learning Log
	c. Identifies award winning Georgia authors.	Learning Log

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ELA8R4 Continued	d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.	Learning Log; Reading Log
	e. Relates literary works created by Georgia authors to historical settings and or events.	Learning Log
	f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.	Learning Log
	g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.	Learning Log; Reading Log; Power Write process: Compare/Contrast, Other
ELA8RC2	ELA8RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
	a. Identifies messages and themes from books in all subject areas.	Learning Log
	b. Responds to a variety of texts in multiple modes of discourse.	Learning Log
	c. Relates messages and themes from one subject area to those in another subject area.	Learning Log; Reading Log; Power Write process: Compare/Contrast, Other
	d. Evaluates the merits of texts in every subject discipline.	Learning Log
	e. Examines the author's purpose in writing.	Learning Log
ELA8RC3	ELA8RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
	a. Demonstrates an understanding of contextual vocabulary in various subjects.	Learning Log
	b. Uses content vocabulary in writing and speaking.	Learning Log
	c. Explores understanding of new words found in subject area texts.	Learning Log
ELA8RC4	ELA8RC4 The student establishes a context for information acquired by reading across subject areas. The student	
	a. Explores life experiences related to subject area content.	Learning Log
	b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	Learning Log
	c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	Learning Log
ELA8W1	ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student	
	a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, How-to, Descriptive Writing, Other, Haiku, Diamante, Limerick; Student Choice/Teacher Assigned writing assignments; Independent Writing

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ELA8W1 Continued	b. Writes texts of a length appropriate to address the topic or tell the story.	Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, How-to, Descriptive Writing, Other; Evaluate 6 Traits – Ideas and Content
	c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Personal Narrative, Short Story, Letter of Complaint, Letter of Complaint, Letter of Inquiry
	d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).	Power Write process: All forms of writing; Evaluate 6 Traits – Organization; Writing Tools: Transitions
	e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	Power Write process: Personal Narrative, Short Story, Persuasive Essay, Cause/Effect Essay, Compare/Contrast Essay, Problem/Solution Essay, Book Report, Summary, Friendly Letter, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, How-to, Descriptive Writing, Other; Evaluate 6 Traits – Ideas and Content
ELA8W2	ELA8W2. The student demonstrates competence in a variety of genres.	
	Critical Component: The student produces a narrative (fictional, personal, experiential) that:	
	a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).	Power Write process: Short Story, Personal Narrative; Prewrite/Organize 5 W's and How, Story Map, Event Organizer, Describe a Person Graphic Organizers; Evaluate 6 Traits – Ideas and Content, Voice; Writing Tools - Introductions
	b. Creates an organizing structure appropriate to purpose, audience, and context.	Power Write process: Short Story, Personal Narrative; Prewrite/Organize – Story Map, Event Organizer Graphic Organizers
	c. Relates a clear, coherent incident, event, or situation by using well-chosen details.	Power Write process: Short Story, Personal Narrative; Prewrite/Organize – Story Map, Event Organizer Graphic Organizers
	d. Reveals the significance of the writer's attitude about the subject.	Power Write process: Short Story, Personal Narrative; Prewrite/Organize – Story Map, Event Organizer Graphic Organizers; Evaluate 6 Traits - Voice
	e. Develops complex major and minor characters using standard methods of characterization.	Power Write process: Short Story, Personal Narrative; Prewrite/Organize – Story Map, Describe a Person Graphic Organizers; Evaluate 6 Traits - Voice
	f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).	Power Write process: Short Story; Prewrite/Organize - 5 Senses, Describe a Person Graphic Organizers; Evaluate 6 Traits – Word Choice, Voice, Sentence Fluency; Writing Tools – Varying Sentence Beginnings
	g. Excludes extraneous and inappropriate information.	Power Write process: Short Story, Personal Narrative; Evaluate 6 Traits – Ideas and Content; Input and Feedback, Revise, Tackle Final Flaws
	h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).	Power Write process: Short Story; Story Map, Describe a Person Graphic Organizers; Writing Tools – Dialogue; Evaluate 6 Traits – Ideas and Content, Word Choice
	i. Provides a sense of closure appropriate to the writing.	Power Write process: Short Story, Personal Narrative, Writing Tools - Conclusions
	Critical Component: The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	
	a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	Power Write process: Describe a Person, Describe an Event, Describe an Object, Describe a Place, Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, Evaluate 6 Traits - Voice
	b. Develops a controlling idea that conveys a perspective on the subject.	Power Write process: Describe a Person, Describe an Event, Describe an Object, Describe a Place, Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry, Letter of Recommendation, Evaluate 6 Traits – Ideas and Content, Organization

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ELA8W2 Continued	c. Creates an organizing structure appropriate to purpose, audience, and context.	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry; Graphic Organizers – Simple Cause and Effect, Chain of Events Cause and Effect, Point by Point Compare and Contrast, Block Compare and Contrast, How-to, Outline, Describe a Person, Describe an Event; Evaluate 6 Traits – Voice
	d. Develops the topic with supporting details.	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry; Graphic Organizers – Simple Cause and Effect, Chain of Events Cause and Effect, Point by Point Compare and Contrast, Block Compare and Contrast, How-to, Outline, Describe a Person, Describe an Event; Evaluate 6 Traits – Ideas and Content
	e. Excludes extraneous and inappropriate information.	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry; Evaluate 6 Traits – Ideas and Content; Revise; Tackle Final Flaws
	f. Follows an organizational pattern appropriate to the type of composition.	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry; Graphic Organizers – Simple Cause and Effect, Chain of Events Cause and Effect, Point by Point Compare and Contrast, Block Compare and Contrast, How-to, Outline, Evaluate 6 Traits – Organization
	g. Concludes with a detailed summary linked to the purpose of the composition.	Power Write process: Cause/Effect, Compare/Contrast, Problem/Solution, How-to, Summary, Research Report, Letter of Complaint, Letter of Inquiry; Graphic Organizers – Simple Cause and Effect, Chain of Events Cause and Effect, Point by Point Compare and Contrast, Block Compare and Contrast, How-to, Evaluate 6 Traits – Organization, Ideas and Content
	Critical Component The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint; instructions and procedures; lab reports; slide presentations)	
	a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	Power Write process: Letter of Complaint, Letter of Inquiry, How-to; Prewrite/Organize Letter of Complaint, Letter of Inquiry, How-to Graphic Organizers; Evaluate 6 Traits – Voice, Ideas and Content
	b. Excludes extraneous and inappropriate information.	Power Write process: Letter of Complaint, Letter of Inquiry, How-to; Prewrite/Organize Letter of Complaint, Letter of Inquiry, How-to Graphic Organizers; Evaluate 6 Traits – Ideas and Content; Revise; Tackle Final Flaws
	c. Follows an organizational pattern appropriate to the type of composition.	Power Write process: Letter of Complaint, Letter of Inquiry, How-to; Prewrite/Organize Letter of Complaint, Letter of Inquiry, How-to Graphic Organizers; Evaluate 6 Traits – Organization
	d. Applies rules of Standard English.	Power Write process: Letter of Complaint, Letter of Inquiry, How-to; Prewrite/Organize Letter of Complaint, Letter of Inquiry, How-to Graphic Organizers; Evaluate 6 Traits – Conventions; Revise; Tackle Final Flaws
	Critical Component: The student produces a response to literature that:	
	a. Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.	Reading Log; Power Write process: Book Report, Other; Evaluate 6 Traits – Ideas and Content, Voice
	b. Demonstrates an understanding of the literary work.	Reading Log; Power Write process: Book Report, Other; Evaluate 6 Traits – Ideas and Content
	c. Supports a judgment through references to the text and personal knowledge.	Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content
	d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.	Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content
	e. Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.	Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content
	f. Produces a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing).	Reading Log; Power Write process: Other; Evaluate 6 Traits – Ideas and Content
	g. Anticipates and answers a reader's questions.	Power Write process: Summary, Other; Writing Tools - Conclusions
	h. Provides a sense of closure to the writing.	Power Write process: Summary, Other; Writing Tools - Conclusions

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ELA8W3	ELA8W3 The student uses research and technology to support writing. The student	
	a. Plans and conducts multiple-step information searches by using computer networks and modems.	Power Write process: Research Report; Evaluate 6 Traits – Ideas and Content; Scan, Question, Read, Record; Research Question Grid, Source Organizer, Gathering Information Checklist Graphic Organizers
	b. Achieves an effective balance between researched information and original ideas.	Power Write process: Research Report; Evaluate 6 Traits – Ideas and Content, Voice; Scan, Question, Read, Record; Research Question Grid, Source Organizer, Gathering Information Checklist Graphic Organizers
	c. Avoids plagiarism.	Power Write process: Research Report; Evaluate 6 Traits – Ideas and Content, Voice; Scan, Question, Read, Record; Research Question Grid, Source Organizer, Gathering Information Checklist Graphic Organizers
ELA8W4	ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
	a. Plans and drafts independently and resourcefully.	Power Write Process: All forms of writing; Independent Writing; Teacher Assigned Writing
	b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.	Power Write process: Evaluate 6 Traits – Ideas and Content, Organization, Word Choice, Sentence Fluency; Revise