

Georgia Arts Education Curriculum Matrix for English Language Arts

Georgia English Language Arts Performance Standards Grade 8	National Essential Skills Study (NESS) Rankings	CRCT	Visual Arts	Dance	Music	Theatre
<p>Reading And Literature In reading a text closely, the student works carefully to discern the author’s perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning so that the interpretation will be sound.</p>						
<p>ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</p> <ul style="list-style-type: none"> a. Identifies the difference between the concepts of theme in a literary work and author’s purpose in an expository text. b. Compares and contrasts genre characteristics from two or more selections of literature. c. Analyzes a character’s traits, emotions, or motivations and gives supporting evidence from the text(s). d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic. f. Evaluates the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: <ul style="list-style-type: none"> i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter) ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery). h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text 	E22 E23 E24 E28 E31 E37 E41 E43 E44	H	H	H	H	H

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<p>ELA8R1 (continued) For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <ul style="list-style-type: none"> a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography). b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast). c. Recognizes and traces the development of an author’s argument, point of view, or perspective in text. d. Understands and explains the use of a complex mechanical device by following technical directions. e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem. 	<p align="center">E22 E32</p>	<p align="center">H</p>	<p align="center">M</p>	<p align="center">M</p>	<p align="center">M</p>	<p align="center">H</p>
<p>ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student</p> <ul style="list-style-type: none"> a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words. b. Determines the meaning of unfamiliar words in content and context specific to reading and writing. c. Demonstrates an initial understanding of the history of the English Language. 	<p align="center">E5</p>	<p align="center">L</p>				
<p>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</p> <ul style="list-style-type: none"> a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies). c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody). 	<p align="center">E5</p>	<p align="center">L</p>				