

Georgia Milestones

Assessment System



Study/Resource Guide for Students and Parents Grade 8



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. 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

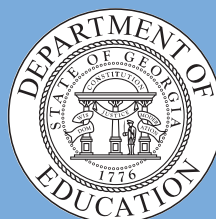


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THE GEORGIA MILESTONES ASSESSMENT SYSTEM



Dear Student,

This **Georgia Milestones Grade 8 Study/Resource Guide for Students and Parents** is intended as a resource for parents and students. It contains sample questions and helpful activities to give you an idea of what test questions look like on Georgia Milestones and what the Grade 8 End-of-Grade (EOG) assessment covers.

These sample questions are fully explained and will tell you why each answer is either correct or incorrect.

Get ready—open this guide—and get started!

HOW TO USE THIS GUIDE

Let's get started!

* **Get it together!**

- This guide
- Pen or pencil
- Highlighter
- Paper

* **Gather materials**

- Classroom notebooks
- Textbooks

* **Study space**

- Find a comfortable place to sit.
- Use good lighting.
- Time to focus—no TV, games, or phones!

* **Study time**

- Set aside some time after school.
- Set a goal—how long are you going to study?
- Remember—you cannot do this all at one time.
- Study a little at a time, every day.

* **Study buddy**

- Work with a friend, sister, brother, parent—anyone who can help!
- Ask questions—it is better to ask now and get answers.
- Make sure you know what you need to do—read the directions before you start.
- Ask your teacher if you need help.

* **Test-taking help**

- Read each question and all of the answer choices carefully.
- Be neat—use scratch paper.
- Check your work!



PREPARING FOR TAKING TESTS

Getting ready!



Here are some ideas to think about before you take a test.

- Get plenty of rest and eat right. Take care of your body and your mind will do the rest.
- If you are worried about a test, don't be. Talk with a teacher, parent, or friend about what is expected of you.
- Review the things you have learned all year long. Feel good about it.
- Remember that a test is just one look at what you know. Your class work, projects, and other tests will also show your teachers how much you have learned throughout the year.

Try your best!

OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What is on the End-of-Grade Assessment?

- * English Language Arts (ELA)
- * Mathematics
- * Science
- * Social Studies

TYPES OF ITEMS

- * **Selected-response items**—also called multiple-choice
 - English Language Arts (ELA), Mathematics, Science, and Social Studies
 - There is a question, problem, or statement that is followed by four answer choices.
 - There is only ONE right answer, so read EACH answer choice carefully.
 - Start by eliminating the answers that you know are wrong.
 - Then look for the answer that is the BEST choice.
- * **Constructed-response items**
 - English Language Arts (ELA) and Mathematics only
 - There is a question, problem, or statement but no answer choices.
 - You have to write your answer or work out a problem.
 - Read the question carefully and think about what you are asked to do.
 - In English Language Arts (ELA), go back to the passage to look for details and information.
 - You will be scored on accuracy and how well you support your answer with evidence.
- * **Extended constructed-response items**
 - English Language Arts (ELA) and Mathematics only
 - These are similar to the constructed-response items.
 - Sometimes they have more than one part, or they require a longer answer.
 - Check that you have answered all parts of the question.
- * **Extended writing prompt**
 - English Language Arts (ELA) only
 - There is a question, problem, or statement.
 - You may be asked to do more than one thing.
 - In English Language Arts (ELA), you will be asked to read two passages and then write an essay.
 - You will be scored on how well you answer the question and the quality of your writing.
 - Organize your ideas clearly.
 - Use correct grammar, punctuation, and spelling.
 - Support your answer with evidence from the text.

DEPTH OF KNOWLEDGE

Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer. You may have experienced these types of questions in your classroom as your teachers find ways to challenge you each day.

A Level 1 item may not require as much thinking as a Level 4 item—but that does not mean it’s easy.

A Level 4 item may have more than one part or ask you to write something.

Here is some information to help you understand just what a DOK level really is.

Level 1 (Recall of Information)

- * Identify, list, or define something.
- * Questions may start with *who*, *what*, *when*, and *where*.
- * Recall facts, terms, or identify information.

Level 2 (Basic Reasoning)

- * Think about things—it is more than just remembering something.
- * Describe or explain something.
- * Answer the questions “how” or “why.”

Level 3 (Complex Reasoning)

- * Go beyond explaining or describing “how and why.”
- * Explain or justify your answers.
- * Give reasons and evidence for your response.
- * Make connections and explain a concept or a “big idea.”

Level 4 (Extended Reasoning)

- * Complex thinking required!
- * Plan, investigate, or apply a deeper understanding.
- * These items will take more time to write.
- * Connect and relate ideas.
- * Show evidence by doing a task, creating a product, or writing a response.

Depth of Knowledge

Level 1—Recall of Information

Level 1 asks you to identify, list, or define. You may be asked to recall *who*, *what*, *when*, and *where*. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to “describe” and/or “explain” could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.

| Skills Demonstrated | Question Cues |
|---|--|
| <ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships | <ul style="list-style-type: none"> • Tell who, what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express as • Read from data displays • Order |

Level 2—Basic Reasoning

Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 “describe” and/or “explain” item would require that you go beyond a description or explanation of information to describe and/or explain a result or “how” or “why.”

| Skills Demonstrated | Question Cues |
|---|---|
| <ul style="list-style-type: none"> • Apply learned information to abstract and real-life situations • Use methods, concepts, and theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions; make inferences • Interpret facts • Compare or contrast simple concepts/ideas | <ul style="list-style-type: none"> • Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast |

Level 3—Complex Reasoning

Level 3 requires reasoning, using evidence, and thinking on a higher level than Level 1 and Level 2. You will go beyond explaining or describing “how and why” to justifying the “how and why” through reasons and evidence. Level 3 items often involve making connections across time and place to explain a concept or a “big idea.”

| Skills Demonstrated | Question Cues |
|---|--|
| <ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data | <ul style="list-style-type: none"> • Plan; prepare • Predict • Create; design • Ask “what if?” questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude |

Level 4—Extended Reasoning

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying deeper understanding, and/or developing that will require a longer period of time. You may be asked to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The Level 4 items would be a show of evidence—through a task, a product, or an extended response—that the higher-level demands have been met.

| Skills Demonstrated | Question Cues |
|---|---|
| <ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Apply mathematical models to illuminate a problem or situation • Design a mathematical model to inform and solve a practical or abstract situation • Combine and synthesize ideas into new concepts | <ul style="list-style-type: none"> • Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove |

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 8 English Language Arts (ELA) EOG assessment has a total of 60 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response using details from the text. There will also be a writing prompt that will ask you to write an essay.

The test will be given in three sections.

- Sections 1 and 2 will be given on Day 1. You may have up to 75 minutes to complete each section.
- Section 3 will be given on Day 2. You will be given a maximum of 90 minutes to complete this section.

CONTENT

The Grade 8 English Language Arts (ELA) EOG assessment will measure the Grade 8 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—fiction (including stories and poems) and informational text.

There are two kinds of essays—an argumentative essay and an informational/explanatory essay.

Students will also write extended constructed responses that use narrative techniques such as completing a story, writing a new beginning, or adding dialogue. (Item 4 on page 27 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 8 EOG assessment consists of selected-response (multiple-choice), constructed-response, extended constructed-response, and extended writing response items.

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE 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

DOK Level 1: This is a DOK level 1 item because it requires students to recognize an infinitive and how it functions in the sentence.

English Language Arts (ELA) Grade 8 Content Domain II: Writing and Language

Standard: ELAGSE8L1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

How does the underlined phrase function in the sentence?

Because field trips are educational, the class wanted to visit the museum.

- A. verb
- B. subject
- C. direct object
- D. predicate nominative

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) direct object. The words *to visit* are an infinitive, which functions as a noun. In this sentence, they are the direct object of the verb *wanted*. Choice (A) is incorrect because *wanted* is the verb in this sentence, though *visit* can function as a verb in other sentences. Choice (B) is incorrect because *class* is the subject of the sentence. Choice (D) is incorrect because the sentence does not contain a verb of *being*.

To answer Example Items 2 through 4, you will read two passages about Houdini. What roles do both natural talent and hard work play in achieving a goal? You will answer two questions and then write an informational essay about having a goal and the steps you need to take to realize that goal.

Before you begin planning and writing, read these two passages:

1. Show Me Impossible
2. Houdini

As you read the passages, think about what details from the passages you might use in your informational essay.

Read these two passages about Houdini and answer Example Items 2 through 4.

Show Me Impossible

It was barely 5 A.M. when Daniel left his two-room apartment on the Lower East Side of New York City and headed uptown. He had read yesterday's newspaper with excitement. Stories about Houdini had been plastered on the front pages of the papers for weeks—ever since his last show when he was handcuffed, then nailed inside a packing crate, and subsequently thrown into the river. Harry Houdini, the most sensational escape artist of all time, not only survived the incident, but swam to the surface in record time, where he was greeted by a crowd of cheering fans.

Daniel knew he had to see him, and the escape artist's next show was near enough for Daniel to attend. So Daniel got on the train especially early in the morning to make sure he was there before anyone else. He had heard about the crowds that came to Houdini's performances. He was not only determined to be there himself, but he was going to secure a seat in the first row.

"This man," Daniel had read earlier that week in the paper, "is a marvel. Either he has superhuman strength and skill, or he's an exceptionally clever illusionist. Either way, he's the most daring performer the world has ever seen." *Illusionist*—the word grabbed him. He whispered it quietly, forming the syllables with his lips. Then he said it out loud. "Illusionist." He loved the way it rolled off his tongue.

It certainly was not a word that was familiar in Daniel's world. In 1924, you were expected to remain grounded in reality, the polar opposite of illusion. Daniel thought about his former schoolteacher, Mrs. Thorpe, and the lessons she taught stressing that everything was explainable by science. Once he had chosen a fantasy novel from the library to read just for fun, but Mrs. Thorpe discouraged it. "I prefer that you choose a sensible book," she said. "That book is nothing more than nonsense."

She most likely would assert that Houdini was nothing but nonsense, too, Daniel thought. Houdini made the impossible happen—an illusionist can do that. An illusionist allows people to see the impossible—or what they presume to be impossible. Houdini was making believers out of the millions who saw him perform, believers in the impossible.

Daniel had looked up the word in a dictionary. "Illusionist." Houdini created illusions—he was a master at tricks of the eye. This man had been sealed inside a giant football and the carcass of a giant squid. He had been strapped in a straightjacket and hung by his ankles from the tops of tall buildings. The dictionary defined illusionist as "a person who performs tricks that deceive the eye." Mrs. Thorpe had used that term, "deceive the eye," in a science lesson. Daniel just knew that he had to see Houdini so that this daring illusionist could make him a believer, too.

Houdini

In 1928, a man and an elephant stood in the center of the Hippodrome Theater's stage in the heart of New York City. As a spotlight beamed down upon them, the man raised his arm high in the air, a popping sound was heard, and in a flash, Jennie, the 10,000-pound elephant, suddenly disappeared. All that was left standing on the stage was the man alone. The elephant had vanished into thin air. And the man standing on the stage was Harry Houdini.

Houdini was born Erik Weisz in Budapest, Hungary. Upon immigrating to the United States, he first took up residence in Appleton, Wisconsin. He later became a circus entertainer performing trapeze acts. However, when the circus traveled to New York City, he knew it to be the right place for a performer.

He had a smattering of success in vaudeville, but eventually found his way into escape performances. It seemed that he had a great talent for picking locks, and that led to other feats—escapes from trunks, straightjackets, and even coffins. The phrase “They do it with mirrors” was applied to Houdini many times. Disbelievers felt that he was little more than an illusionist, a trickster. They accused him of deceit, stating that he cheated with trap doors or only appeared to be nailed in a box or locked in chains.

However, the unglamorous truth was that Houdini was a superb physical being with some enormous talents. For instance, he could hold his breath for an extraordinary amount of time. Additionally, he was strong and determined. When being tied up or bound in a straightjacket, he would fill his lungs to capacity and flex his muscles. That way he could gain a few millimeters of free space which would enable his forthcoming escape. He was not afraid to dislocate joints, such as a shoulder, or even rip flesh pulling an arm or a hand free of bindings. He might conceal a piece of metal under his tongue and use it to pick a lock. But free himself he would, and he did it without mirrors or any other kind of magic.

Despite the accusations of deception, Houdini remained popular with the American public. He continued to dream up more and more dangerous stunts, and people flocked to see them. No matter what people believed about him, he always escaped in the most straightforward way. He unlocked the locks, he got free of the chains, he made a tiny space in a lid into a bigger space. He used talent, strength, and resourcefulness, without any trickery.

Example Item 2

DOK Level 2: This is a DOK level 2 item because the meaning of the word is based on the context of the passage.

English Language Arts (ELA) Grade 8 Content Domain I: Reading and Vocabulary

Genre: Literary

Standard: ELAGSE8RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Read these sentences from “Show Me Impossible.”

Illusionist—the word grabbed him. He whispered it quietly, forming the syllables with his lips. Then he said it out loud. “*Illusionist*.” He loved the way it rolled off his tongue.

Which definition of the word *grabbed* BEST conveys the meaning the word has in the first sentence?

- A. captured
- B. caught
- C. fascinated
- D. seized

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) fascinated. The paragraph makes clear that Daniel is enchanted, or fascinated, by the word. Choices (A), (B), and (D) are incorrect because they do not convey the meaning the author intended. Choice (A) is close in meaning but does not match the intensity of how the word makes Daniel feel. Choices (B) and (D) are incorrect because, while they are valid definitions, they do not explain the connotation of the word as the author is using it in this sentence.

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 explain how a paragraph in a text helps to develop and refine a key concept within the text • Includes specific examples/details that make clear reference to the text • Adequately explains the development of concepts 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 explain how a paragraph in a text develops and refines a key concept within the text • Includes vague/limited examples/details that make reference to the text • Explains the development of concepts 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 explain how a paragraph in a text develops and refines a key concept within the text |

Exemplar Response

| Points Awarded | Sample Response |
|----------------|--|
| 2 | <p>Paragraph 4 explains Houdini the man and the idea that he was able to perform these tricks because he was strong and clever. He knew what he was doing and had ways to escape that were planned out in advance and did not rely on magic or illusions. They were real feats of strength. This paragraph is important because it takes away the mystery surrounding Houdini. Houdini would fill his lungs with air or hide a metal pick under his tongue. This proves that he was not really performing magic—he had figured out ways to escape from the most difficult physical situations.</p> |
| 1 | <p>Paragraph 4 explains that Houdini had figured out how to escape and make it seem like magic or illusions. You learn about this when you read this paragraph. For example he could hold his breath for a long period of time. He was really not a magician. He knew what to do.</p> |
| 0 | <p>Paragraph 4 talks about Houdini. He was strong.</p> |

Example Item 4

DOK Level 4: This is a DOK level 4 item because it requires analyzing and synthesizing information from different sources. Students must combine ideas from the two passages and write an essay that builds on what was read and explains something new.

English Language Arts (ELA) Grade 8 Content Domain II: Writing and Language

Genres: Literary and Informational

Standard: ELAGSE8W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Now that you have read “Show Me Impossible” and “Houdini,” create a plan for and write your informational essay.

WRITING TASK

Many people have goals such as Houdini did. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write an informational essay about having a goal and the steps needed to realize that goal.

Be sure to use information from BOTH passages. **Write your answer on the lines provided.**

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

Now write your informational essay. Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to connect ideas.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that follows from the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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 66 and 67 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

It is important to have goals and to work toward achieving them. Some people may be lucky and have a natural talent for doing something. But others have to work hard and plan or train to achieve their goal.

Houdini had a goal of being an escape artist and capturing the imagination of his audiences with his feats. He had natural skills that he practiced and perfected. In the second passage, we see that Houdini's ability to perform illusions and escapes were based in great part on his physical skills. For example, it was his unusual strength, in addition to practice, that enabled him to escape a straightjacket. His strength and physique allowed him to enlarge his chest cavity and his muscles sufficiently in order to have a bit of free space later, when it was time to free himself. Perfecting this escape, though, must have taken a great deal of training and practice.

Other people who dream of achieving Houdini-like feats, however, like Daniel in the first passage, might have to work a lot harder. There is no mention of Daniel having the natural abilities that Houdini had, and it is not likely that many people would have that natural talent. People like Daniel would have to train longer and harder in order to learn how to become an illusionist.

Any dream or goal requires a combination of natural ability and hard work. If you have a dream or goal, you should first see what talents you may have to help that dream come true. Then you should work hard and train to make it happen. It is probably more important to have some natural talents to develop, but training should help as well. Both are an important part of reaching your goal.

ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 8 English Language Arts EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do on your own, with your classmates, or with your 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 (ELA) test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary.

Key Ideas and Details

- Ideas and details tell you what the story or poem is about.
- Use these ideas and details when writing or speaking about the story or poem.
- Look for central ideas or themes as you read. Ask yourself—what is this about?
- Think about the characters, setting, and events in the story.
- Summarize the important details and ideas after you read.

Structure of the Text

- Make sure you understand the words and phrases as you read.
- Think about how specific words can help you understand the meaning or tone.
- Look at the structure of stories. Pay attention to how the parts of the text (e.g., a section, chapter, scene, or stanza) work with each other and the story or poem as a whole.
- Think about the point of view or purpose of a text.

Understanding What You Read

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the message or what the writer is trying to say.

KEY TERMS

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 writer. The author tells the reader exactly what they need 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)

Plot: The series of events that form a story in a specific order. (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. The part of a literary work after the resolution is called the **falling action**, or **denouement**. (RL3)

Allusion: An indirect reference to something. When a writer refers to something without mentioning it explicitly, it is an allusion. For example, *He didn't want to give gifts to anyone at Christmas; he was being a scrooge*. In this sentence, the writer is alluding to Ebenezer Scrooge from Charles Dickens' *A Christmas Carol*. (RL.4)

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 opening up your feelings and emotions.

- **Personification:** When a writer describes an object as if it were a person. For example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they blew gently in the breeze. (L5a)
- **Simile:** A comparison using *like* or *as*. For example, *She is as pretty as a picture*. (L5a)
- **Metaphor:** A direct comparison that states one thing *is* another. It isn't meant to be literal, but descriptive. For example, *He is an animal on the soccer field* does not mean that the boy is really an animal, but it is a metaphor for how he plays soccer (very aggressively). (RL.4)

Examples of figurative language are similes and metaphors. **Similes** make a comparison using a linking word such as *like*, *as*, or *than* (her eyes shone like the stars). A **metaphor** makes a comparison without a linking word; instead of being *like* another, one thing *is* another (her eyes were shining stars). (RL4)

Alliteration: 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)

Point of view: The perspective from which a story is told. The point of view depends upon 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 vs. 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 a category of passages, such as fiction and nonfiction. Each genre has a particular style, form, and content. (RL9)

Important Tips

- ✍ Use supporting ideas and concepts to 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.
- ✍ Re-read a literary text as you answer the questions to gain a better understanding.

Sample Items 1–4

Use this passage to answer questions 1 through 4.

Pony Express

The low morning sun stretched across the hotel dining room as a young cowboy walked toward the lone occupant. Shafts of light shone through the dust, producing golden bands not quite parallel to the floor. Holding his new Stetson hat respectfully at his side, the cowboy walked toward him. The man noted his approach, rose, and extended his hand. “Ah, Mr. Sewell, I presume. I’m Derek Bollinger.” Caleb Sewell was taken off guard at being addressed as Mister, especially by a man wearing a suit that Caleb couldn’t afford with the wages of his last month’s work.

“Yep. Howdy.” The words were out automatically, and Caleb immediately regretted his lack of formality as he shook the man’s hand and sat down. He fidgeted with his hat, not knowing where it should go, but certain that it couldn’t go back on his head. Bollinger, sensing his discomfort, pulled out one of the empty chairs and nodded to it.

“In the interest of saving valuable time, Mr. Sewell, I’ve ordered for us both.” Caleb nodded approval and restrained himself from saying something silly like, “Aw, that’s right neighborly of ya.” A waitress filled his coffee cup. To avoid embarrassment, he added only about half his usual amount of sugar. He watched the expensively dressed man for clues as to what to do with his stirring spoon, how to hold the delicate cup, and where to put his napkin.

Mercifully, two orders of steak, eggs, beans, and sourdough biscuits arrived before any more pauses set in. Eating made it easier for Caleb to avoid talking, though he continued to watch Bollinger’s actions closely. The man began enumerating Caleb’s responsibilities as a Pony Express rider. Mail, he said, was a precious commodity. It both connected and fulfilled lives on each end of the route. He must never exhaust the horses; he would ride six or seven each day, and they were the lifeline of the whole enterprise. He should report conditions on the trail—fallen trees, landslides, washed out bridges—at the nearest transfer station. He was to ride alone except when an escort with the local law was arranged. He would have protection on the Humboldt Pass section where robberies had become frequent of late.

Caleb had been briefed on most of this when he filled out an application back home in Wheeling, so the best information he took from Bollinger was that it was acceptable to sop his bean juice with a biscuit. Bollinger did all of the talking. To Caleb’s great relief, Bollinger did not ask what had brought a man out to the wilds of the frontier when he could have enjoyed the security of working in the family business as part of a comfortably successful family in the quiet state of West Virginia. He didn’t know how to explain what a burden it was to have a family that wanted to determine how the rest of your life should proceed. He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he’d settled into a life on the plains.

At length, the man stood, shook hands with Caleb a last time, and told him he was to pick up his horse and packet of mail at the livery stable. “Good to have you with us on the Pony Express, Mr. Sewell. We have begun forging a strong tradition throughout the West and the nation. Now, do us and yourself proud.” Caleb bent down, retrieved his hat from the chair, and when he stood back up, Bollinger was gone.

The handlers were ready for him at the stable. Two saddlebags straddled a bar outside a box stall that said “Pony Express Only.” In the stall, his own personal saddle was already on a small Appaloosa. The horse shifted and paced nervously, a sign that he’d been given a more than ample breakfast of oats. Caleb led the horse into the street and was tightening the cinch of the saddle when a clerk came up to him with a delivery log. Caleb signed it, secured the saddlebags, and threw his leg up over the saddle. The horse bolted for the open road, but Caleb’s deft touch convinced the horse of the pace they would maintain.

Caleb Sewell’s first day as a Pony Express rider had begun. It would end twelve hours and eighty miles later.

Item 1

Which detail from the passage indicates that Caleb is self-conscious?

- A. The low morning sun stretched across the hotel dining room as a young cowboy walked toward the lone occupant.
- B. Holding his new Stetson hat respectfully at his side, the cowboy walked toward him.
- C. He fidgeted with his hat, not knowing where it should go, but certain that it couldn’t go back on his head.
- D. He was to ride alone except when an escort with the local law was arranged.

Item 2

Read the sentence from the passage.

Mercifully, two orders of steak, eggs, beans, and sourdough biscuits arrived before any more pauses set in.

In what way is the arrival of food a *merciful* event?

- A. Caleb was in need of food because he had not been making much money.
- B. Caleb was less likely to embarrass himself while he was busy eating.
- C. The Pony Express delivered meals to those who were going hungry.
- D. The breakfast was provided free of charge to Pony Express riders.

Item 3

Which detail would be **BEST** to include in a summary of the passage?

- A. A waitress filled his coffee cup.
- B. He should report conditions on the trail.
- C. At length, the man stood and shook hands with Caleb a last time.
- D. His own personal saddle was already on a small Appaloosa.

Item 4

Based on the information in the passage, write a continuation of the passage that reveals Caleb’s inner dialogue, or his thoughts, as he begins riding his first Pony Express route.

Support your response with details from the passage. Write your answer on the lines provided.

A large rectangular box containing 20 horizontal lines for writing a response.

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational and explanatory passages in the English Language Arts test can be used to determine central ideas, write an objective summary, analyze ideas, and provide supporting text evidence.

Key Ideas and Details

- Read closely to know exactly what the text says.
- Look for details that tell what the text is about.
- Use those details when writing or speaking about the text.
- Look for the central ideas in the text.
- Summarize the important details and ideas.
- Think about how ideas develop and work together in the text.

Structure

- Make sure you understand the words in the text.
- Use a dictionary, thesaurus, or glossary to help you with words that are new.
- Look at how the parts of the text work with each other.
- Think about the author's point of view or purpose in the text.

Understanding the Text

- Think about the text as if it were presented as a movie or a television show.
- Think about the text and its message.
- Look for details or evidence in the text.

KEY TERMS

Summary: A summary is an overview of a text that captures the main points but does not give all of the details and does not include opinions. (RI2)

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

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

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

Organization: The way in which a piece of writing is structured. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. (RI5)

Author's purpose: The author's intention for his or her piece. 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. Your opinion may differ from the opinion of the author writing a passage. (RI6)

Evidence: Something that proves or demonstrates the truth of something else. Informational texts may contain evidence to prove that the information they are providing is correct. (RI8)

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

Chronological order: The order in which a series of events happened. A text 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 where one thing causes another thing to happen. A passage may also be organized by stating the **problem and solution** as well. (RI3)

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 5–8

Read the following passage and answer questions 5 through 8.

Living in the Darkness under the Sea

Marine biologists patrol an undersea world that resembles a rocky landscape more than it does an ocean floor. The scientists cruise through the water in a remote-controlled submarine in complete darkness. If they shine a light, what they see is something totally unexpected: tall rock formations jutting up from the ocean floor and surrounded by black smoke, similar to underwater chimneys. Circling these rocky peaks are worm-like organisms. They resemble red-and-white tubes—like giant peppermint sticks. What is even more amazing is that these odd creatures are not only alive, but living in this dark underworld away from light and the sun’s energy. So how is that possible?

Underwater vents somehow create an environment where these striped creatures can exist. Ever since the discovery of the creatures in 1977, scientists have been both baffled and intrigued by the very existence of these strange creatures that grow out of vents on the ocean floor away from sunlight.

What scientists have learned is that there are large cracks, or vents, in the ocean floor where these creatures exist. These deep-sea vents can be compared to the kinds of geysers you see on land. But, instead of shooting up from the ground, they shoot up from the bottom of the ocean floor. According to the National Oceanographic and Atmospheric Administration (NOAA), the billowing black smoke that exists on the ocean floor is probably the result of hot liquids bursting from the vents and mixing with the extremely cold ocean water.

What is so shocking about this information? Well, scientists always believed that life on Earth could not exist without sunlight. Yet somehow energy is being released below the surface of the water, and all without the benefit of the sun. It’s as if these undersea vents have created a unique ecosystem, deriving energy from Earth itself.

Scientists even have named the underwater creatures. They are called *extremophiles*—a fancy name for organisms that live in an extreme environment in the ocean vents. Scientists continue to study extremophiles to determine just how the creatures turn these vents into sources of usable energy.

Item 5

Which detail from the passage BEST supports the conclusion that the deep-sea organisms described in the passage may have changed our understanding of life?

- A. tall rock formations jutting up from the ocean floor and surrounded by black smoke
- B. These odd creatures are not only alive, but living in this dark underworld away from light.
- C. large cracks, or vents, in the ocean floor where these creatures exist
- D. Energy is being released below the surface of the water.

Item 6

Which of these BEST expresses the meaning of *deriving* in the sentence?

It's as if these undersea vents have created a unique ecosystem, deriving energy from Earth itself.

- A. depositing
- B. emptying
- C. extracting
- D. wasting

Item 8

What is the central idea of the passage?

Support your response with details from the passage. Write your answer on the lines provided.

A large rectangular box containing 25 horizontal lines for writing an answer.

Unit 3: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

The informational/explanatory passages in the English Language Arts test help develop your writing. Informational writing states ideas, summarizes research, and uses information from more than one source.

Text Types and Purposes

- Write informational/explanatory texts to state ideas and information clearly and accurately.
- Use the best details, organize them, and explain them when necessary.

Production and Distribution of Writing

- Produce writing with organization and style that fits the task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and share writing.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Make sure your writing is appropriate. Watch your tone, style, and voice.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

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

- Scoring rubrics can be found beginning on page 63. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Informational/explanatory texts: A form of writing that informs the reader or explains something. (W2d)

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

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. (W2a/W4)

Transition: 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)

Conclusion: The end of a piece of writing is the conclusion. The conclusion should sum up the main idea of the writing and provide an overall message for the reader. (W2f)

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

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

Writing Process: Most informational or technical pieces require hard work and revision before they can be considered ready. 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)

Important Tips

- ✍ Begin by organizing your ideas in different sections. You can use a graphic organizer such as a chart or Venn diagram, or you can create an outline of your writing. Then it will be easier to fill in the supporting details.
- ✍ Be sure to develop your writing with details such as facts, definitions, quotations, or other information that supports your topic.
- ✍ Organize your writing by using chronological order, cause and effect, compare and contrast, or asking and answering questions.
- ✍ Make sure your writing has a concluding statement that supports your central idea.
- ✍ Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.

Sample Items 9–12

[**NOTE:** The structure of the practice items for this unit and Unit 4 that follows is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment. There is no extended writing prompt in this unit.]

In this section, you will read a passage and answer questions 9 through 12. You will read about the status of pandas in China and how their presence affects the economy and tourism of China. You will answer four questions about the passage.

Read the following passage and answer questions 9 through 12.

Panda Economics

One of the most easily recognizable faces in the animal kingdom is that of the giant panda. That large, round, white face with the big black patches around the expressive eyes consistently warms hearts around the globe. But how much do you really know about the panda and the interesting relationship that exists between pandas and their homeland?

Endangered Pandas

As you probably know, pandas are those endangered, 250-pound, black-and-white bears living in the remote mountain areas of central China. They are slow-moving animals who divide their day between eating and resting and little else. It is estimated that there are about 1,000 to 1,500 pandas still living in the wild and maybe another 100 to 200 living in zoos around the world. Pandas primarily eat bamboo shoots and excel at tree climbing. They spend at least half of their day pulling bamboo off the trees. They can eat almost thirty pounds in a day. That's quite an appetite. But pandas do more than just ingest the bamboo. Their gathering and chewing actually spreads bamboo seeds around, which in turn helps more trees to grow.

Saving the Panda through Ecotourism

What you may not know is how pandas and China help one another through *ecotourism*. Think of that term as a combination of *ecology* and *tourism*. In everyday language, it's a lot like saying, "If you vacation here, you will be helping the environment." The Chinese government has done much to protect the beloved pandas. It has built natural habitats for the pandas to live in. These are places where they can rest, chomp away on bamboo, and live in a protected environment. And all this resting and chomping attracts tourists to China. Obviously, the pandas benefit, but the money the tourists spend on their tour is money in China's pocket. People from around the world travel to China to visit and observe the pandas in these habitats. So pandas become a significant source of revenue for the country. At a time the country is spending money to protect them, the pandas, in a sense, repay their country.

Pandas also help the Chinese economy in other ways. Pandas are loaned to zoos around the world for upwards of a million dollars a year. Pandas are big business for zoos, as people flock to see them and spend money in the process. And the money that is paid for the loan of the pandas is then used to help maintain the habitats where the pandas live.

The relationship between pandas and ecotourism is a fascinating one. There's always the risk that bringing tourists to natural habitats will result in the destruction of those habitats. But for now, the pandas are at peace, dining on bamboo, and their habitats are protected, with tourism dollars providing support.

Item 9

Read these sentences from paragraph 2.

They spend at least half of their day pulling bamboo off the trees. They can eat almost thirty pounds in a day. That's quite an appetite. But pandas do more than just ingest the bamboo.

Which words **BEST** replace *ingest* without changing the meaning of the sentence?

- A. grab onto
- B. almost ruin
- C. hungrily eat
- D. lightly nibble

Item 10

Which sentence **BEST** explains the central idea of the passage?

- A. The panda population is declining.
- B. Pandas are endangered and need help.
- C. Ecotourism encourages travel to a foreign country.
- D. Ecotourism helps pandas and the national economy.

Item 11

The author of this passage would like to add another paragraph with the heading “The Other Side of Ecotourism.” Where should the author place the new paragraph? Explain why.

Support your response with details from the passage. Write your answer on the lines provided.

A large rectangular box containing 20 horizontal lines for writing a response.

Item 12

What is the MAIN connection between the section “Endangered Pandas” and the section “Saving the Panda through Ecotourism”?

Support your response with examples from the passage. Write your answer on the lines provided.

A large rectangular box containing 20 horizontal lines for writing an answer.

Unit 4: Writing Argumentative Texts

CONTENT DESCRIPTION

The argumentative passages in the English Language Arts test help you develop arguments and claims and support a point of view on a topic. In your writing, use evidence, examples, quotations, and reasons to develop and support your claims and arguments.

Purpose

- An argumentative piece takes a stand or agrees or disagrees with a point of view.
- Some common words are *agree* or *disagree* or *for* or *against*.
- When you state your argument, you need to support it with claims, reasons, examples, and evidence.

Editing Your Writing

- Check your writing for good organization.
- Make sure your writing fits the task, purpose, and audience.
- Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to do research.

Scoring Rubrics

- Scoring rubrics can be found beginning on page 63. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Claims: Ideas and opinions set forth by the author. 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 alternate or opposing claims. (W1a)

Evidence: The reasons given to support a writer's claims. 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. (W1b)

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





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

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

Organization: In writing, the organization helps explain ideas and information more clearly. 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. (W1a)

Revision: The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and clarify ideas. (W5)

Important Tips

-  Make sure that the arguments you make in your writing have clear reasons and relevant evidence. The evidence must strongly support your claims.
-  Organize your writing by using chronological order, cause and effect, compare and contrast, or asking and answering questions.
-  Make sure your writing has a concluding statement that supports the information or explanation presented.
-  Always read over your writing several times to check your work and catch errors.

Sample Items 13–16

[**NOTE:** The structure of the practice items for this unit is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice items (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment.]

In this section, you will read two passages and answer questions 13 through 16.

You will read about the debate about labeling menu choices with nutritional information.

Should there be a law that requires restaurants and fast food places to post nutritional information, including calories, fat content, and sodium, on their menus? Write an argumentative essay supporting either side of the debate in which you argue that labeling menu choices should become law OR that it should not.

Be sure to use information from BOTH passages. **Write your answer on the lines provided.**

Before you begin planning and writing, you will read two passages and answer three questions about what you have read. As you read the passages, think about what details from the passages you might use in your argumentative essay. These are the titles of the passages you will read:

1. Label the Meals
2. We Don't Need Labels

Label the Meals

Our city has proposed that establishments selling meals—restaurants and fast-food places—post nutritional information on their menus or menu boards. For the good of our citizens, this measure must pass.

I'll start by making an obvious point, one that both sides should agree on. Healthy people are happier and more productive. One part of the healthy person equation is, of course, fitness, and that is clearly good for the individual. However, eating nutritious food is another part of that same equation. Labeling meals in restaurants is one sure way of helping people take charge of their well-being.

According to studies, the average American eats at home about two-thirds of the time. Over the last 25 years, the packaging of food to be consumed in the home has included nutritional information: calories, fat calories, sodium, calcium, and the like. It's the law to include this information on all packaging, regardless of whether the food is healthful or not. So it makes no sense to deny the consumer the same information when dining out.

Research shows that when such information is available, about one-quarter of customers use it to limit what they decide to eat. Those customers consume an average of 400 fewer calories than they typically did prior to labeling. Another study compared results in a nationwide coffee shop that also sold pastries. In some cities, the shops were required to post the calories for each item; in other cities, there was no such information. The average purchase contained about 100 fewer calories when the information was provided. The U.S. government agrees that restaurant meals should be labeled. It is part of the Affordable Care Act of 2010, which requires that standard menu items include information on nutrition.¹

Eating out is on the rise. In 1977, Americans consumed 18% of their calories away from home. Less than 30 years later, that number had risen to 33%. It nearly doubled. This trend poses increased risks for all of us, not just in terms of calories, but in terms of unhealthful ingredients such as fat and sodium. Armed with relevant information, consumers can address this risk and be better for it.

We know the octane level of the fuel we put in our cars. We should know the relevant information about the fuel we put in our bodies. Please vote for labeling.

¹www.federalregister.gov

We Don't Need Labels

The proposal to require our community's eating establishments to post nutritional information for their meals is misdirected. It will not achieve any of the benefits its supporters claim.

First, the research claiming a reduction in caloric intake is, at times, contradictory. For instance, when researchers interviewed customers, they were told that the information caused them to select a "healthier" meal. However, when the cash register records were analyzed, there was no change from the way those same customers ordered previously. People may like the idea of nutritional labeling, but they still don't seem to be acting on it. I would suggest that those who claim to be reading and following the nutritional information actually need it the least. They are already health conscious. They have a good idea which meals are laden with calories, fats, and other ingredients. The Food and Drug Administration (FDA) not only requires food be labeled, but also provides the % Daily Value so that you can track the nutrients you are consuming.²

A good number of restaurant patrons are frequently looking for something other than a healthful eating experience. They are there for convenience, for a break in the routine, or for a special occasion. For these people, labeling is irrelevant.

But for the restaurant, it is a nuisance and a potential threat to their business. It means that before a new item goes on the menu, it has to be evaluated. It means that as recipes are modified and improved, more testing is needed. This is government inserting itself into business. Food should look good and taste good.

Foods for home consumption have been labeled for decades; but according to consumer research, that information has had a minimal effect on sales. What food producers have learned is that the overall packaging makes a far greater difference. The words "Lite," "Low fat," and "Heart Smart" do attract buyers. Restaurants are free to group selections according to reasonable health standards. This would probably mean more to the average consumer than trying to sort through the difference between 1350 calories and 1375 calories. Let's face it—the tastiest foods are the ones loaded with calories.

While labeling appears to promote healthful dining, its actual impact will most likely be minimal at best and harmful at worst.

²U.S. Food and Drug Administration (www.fda.gov)

Item 13

Read the paragraph from “Label the Meals.”

Research shows that when such information is available, about one-quarter of customers use it to limit what they decide to eat. Those customers consume an average of 400 fewer calories than they typically did prior to labeling. Another study compared results in a nationwide coffee shop that also sold pastries. In some cities, the shops were required to post the calories for each item; in other cities, there was no such information. The average purchase contained about 100 fewer calories when the information was provided. The U.S. government agrees that restaurant meals should be labeled. It is part of the Affordable Care Act of 2010, which requires that standard menu items include information on nutrition.

Which sentence would **BEST** support the writer’s argument when added to the paragraph?

- A. Families can choose to eat at home or go out.
- B. Coffee shops will be forced to stop selling baked goods.
- C. Customers can then decide to use or ignore the information.
- D. Restaurants will likely lose customers once the information is posted.

Item 14

Read the sentences from “We Don’t Need Labels.”

It means that before a new item goes on the menu, it has to be evaluated. It means that as recipes are modified and improved, more testing is needed. This is government inserting itself into business. Food should look good and taste good.

Which sentence should be removed because it is **NOT** relevant to the argument?

- A. It means that before a new item goes on the menu, it has to be evaluated.
- B. It means that as recipes are modified and improved, more testing is needed.
- C. This is government inserting itself into business.
- D. Food should look good and taste good.

Item 15

Which revision to this sentence **BEST** maintains a formal style?

Let's face it—the tastiest foods are the ones loaded with calories.

- A. Just go for it, and tasty foods are always higher in calories.
- B. In fact, the tastiest foods may be the ones with the most calories.
- C. Seriously, those fattening foods can also really be the tastiest ones.
- D. No worries, the foods with the best taste are also the most fattening.

Item 16

Now that you have read “Label the Meals” and “We Don’t Need Labels” and have answered some questions about what you have read, create a plan for and write your argumentative essay.

WRITING TASK

You will read about the debate about labeling menu choices with nutritional information.

Should there be a law that requires restaurants and fast food places to post nutritional information, including calories, fat content, and sodium, on their menus? Write an argumentative essay supporting either side of the debate in which you argue that labeling menu choices should become law OR that it should not.

Be sure to use information from BOTH passages. **Write your answer on the lines provided.**

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the passages.
- Acknowledge alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Unit 5: Language

CONTENT DESCRIPTION

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

Language

- You need to express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.
- Apply the rules of grammar as you write.

Conventions of Standard English

- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

Style

- Vary the words you use. Use a dictionary and thesaurus to help you.
- Your writing should be clear and interesting at the same time.
- Use colorful language and different sentence structures.

KEY TERMS

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

Participle: A participle is based on a verb form that functions as an adjective within the sentence. Present participles typically end in *-ing* and past participles typically end in *-ed*. (L1a)

Gerund: A gerund is a present participle that is used as a noun. It can be the subject of a verb, the object of a verb, a predicate nominative or complement, or the object of a preposition. (L1a)

Infinitive: An infinitive is a phrase that consists normally of the word “to” followed by a verb. The phrase can act as a noun, adjective, or adverb within the sentence. Examples are *to swim*, *to learn*, and *to look*. (L1a)

Active Voice: A sentence uses active voice when the subject of the sentence performs the action expressed in the verb. This is a preferred construction for most writing to present ideas clearly and to avoid unnecessary wordiness. An example is *The girl caught the fish*. (L1b)

Passive Voice: A sentence uses passive voice when the subject of the sentence receives the action. An example of active voice is *The fish was caught by the boy*. (L1b)

Indicative Verb: The indicative verb is used to simply state a fact or opinion. (L1c)

Imperative Verb: The imperative verb is used to command or tell someone to take action. It is understood that you are the direct object of the imperative verb. Examples are *eat, sit, and be*. (L1c)

Interrogative Verb: An interrogative verb used when the author or speaker is asking a question. (L1c)

Conditional Verb: A conditional verb used when a situation is dependent on a particular condition. An example is *I would love to see you if you have some time available today*. (L1c)

Subjunctive Verb: A subjunctive verb that shows something that is contrary to fact. An example is *I wish we would have had dinner earlier*. (L1c)

Context: Words and phrases that surround another phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of other words and phrases. For example, *he sunk it* could mean several things, but when the full sentence is included, *He threw the basketball up high from midcourt and sunk it through the hoop for two points*, the meaning is clear. (L4a)

Root: 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 a *scholar* is someone who is seeking knowledge. (L4b)

Irony:

- **Verbal Irony:** An expression a person uses that means the opposite of what is said. (L5a)
- **Dramatic Irony:** An event or other literary element of which the reader is aware but that is unknown to the characters. (L5a)
- **Situational Irony:** An instance in which characters' actions have the opposite effect of what is planned. (L5a)

Pun: A word or phrase with more than one meaning that is used in a funny way. Here is an example from a fable about fish talking: *The first fish tells the second fish that he can just drop him a line when he is ready to talk*. (L5a)

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. 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 in which the word is being used.

Sample Items 17–20

Item 17

Which of these is the **BEST** way to revise the underlined sentence so that the paragraph is consistently written in the active voice?

We spent many of our summers on the Georgia Sea Islands. The music played by the residents there was inspiring. I would give anything to play that well.

- A. The music was played by residents, and it was inspiring.
- B. Music was played that was inspired by the residents.
- C. Inspiring music was played by the residents.
- D. The residents played inspiring music.

Item 18

What is the function of the underlined word in the sentence?

Reading is my favorite way to spend a quiet afternoon.

- A. adjective
- B. noun
- C. preposition
- D. verb

Item 19

Which sentence uses the correct punctuation between clauses?

- A. I went to the store . . . and I bought paper.
- B. I went to the store—and I bought paper.
- C. I went to the store; and I bought paper.
- D. I went to the store, and I bought paper.

Item 20

Which underlined word contains a spelling error?

His facial reaction was quite quizical in nature.

- A. facial
- B. reaction
- C. quizical
- D. nature

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

| Item | Standard/ Element/ Genre | DOK Level | Correct Answer | Explanation |
|------|---|--------------|-------------------|--|
| 1 | ELAGSE8RL3 Literary | 2 | C | The correct answer is choice (C) He fidgeted with his hat, not knowing where it should go, but certain that it couldn't go back on his head. This shows he is self-conscious. Choice (A) is incorrect. It describes the setting only. Choice (B) is incorrect as it illustrates respect but not being self-conscious. Choice (D) is incorrect as it does not relate to being self-conscious. |
| 2 | ELAGSE8RL4 Literary | 2 | B | The correct answer is choice (B) Caleb was less likely to embarrass himself while he was busy eating. This explains the connotation of <i>merciful</i> . Choice (A) is incorrect because this is not supported in the text. Choice (C) is incorrect because, even though delivering some meals might be an act of mercy, this meal is not charity. Choice (D) is incorrect because the meal was paid for by Bollinger. |
| 3 | ELAGSE8RL2 Literary | 2 | B | The correct answer is choice (B) He should report conditions on the trail. This shows his responsibilities as a Pony Express Rider, so it would belong in a summary. Choices (A), (C), and (D) are incorrect because they are not as important to the passage and would not need to go into a summary. They are details from the passage and not main ideas. |
| 4 | ELAGSE8W3 | 3 | N/A | See scoring rubric beginning on page 64 and sample response on page 57. |
| 5 | ELAGSE8RI1 Informational/ Explanatory | 2 | B | The correct answer is choice (B) These odd creatures are not only alive, but living in this dark underworld away from light. This supports the conclusion that this is important. Choices (A), (C), and (D) are incorrect because they are details from the text but do not support this conclusion. |
| 6 | ELAGSE8RI4 Informational/ Explanatory | 2 | C | The correct answer is choice (C) extracting. The passage contrasts the way these life forms obtain, or get, energy to the way most life forms get energy. The creatures are extracting energy to stay alive. Choices (A), (B), and (D) are incorrect because <i>depositing</i> , <i>emptying</i> , and <i>wasting</i> would change the meaning of the sentence. |

| Item | Standard/ Element/ Genre | DOK Level | Correct Answer | Explanation |
|------|---|--------------|-------------------|---|
| 7 | ELAGSE8RI5 Informational/ Explanatory | 3 | N/A | See scoring rubric and sample responses on page 58. |
| 8 | ELAGSE8RI2 Informational/ Explanatory | 3 | N/A | See scoring rubric and sample responses on page 59. |
| 9 | ELAGSE8L4a | 2 | C | The correct answer is choice (C) hungrily eat. Pandas pull bamboo off the trees and eat all day. Choice (A) is incorrect because it refers to grabbing onto the bamboo from the trees but not actually eating it. Ingesting is the act of eating. Choice (B) is incorrect because that is not the meaning of <i>ingest</i> . They are not ruining the bamboo, they are eating it. Choice (D) is incorrect because the pandas eat with more intensity than a nibble. |
| 10 | ELAGSE8RI Informational/ Explanatory | 2 | D | The correct answer is choice (D) Ecotourism helps pandas and the national economy. This is the central idea. Choices (A) and (B) are incorrect because these are supporting details and not the central idea. Choice (C) is incorrect because this is not an accurate description of the central idea, though travel is implied. |
| 11 | ELAGSE8W2a | 3 | N/A | See scoring rubric and sample responses on page 60. |
| 12 | ELAGSE8RI3 Informational/ Explanatory | 3 | N/A | See scoring rubric and sample responses on page 61. |
| 13 | ELAGSE8W1b | 3 | C | The correct answer is choice (C) Customers can then decide to use or ignore the information. Choice (A) is incorrect because it does not support the writer's argument. Choice (B) is incorrect and not related to the argument. Choice (D) is incorrect because it is not supported by information in the passage. |
| 14 | ELAGSE8W1a | 2 | D | The correct answer is choice (D) Food should look good and taste good. Choices (A), (B), and (C) are incorrect because they are relevant to the sentences. |

| Item | Standard/ Element/ Genre | DOK Level | Correct Answer | Explanation |
|------|--------------------------------|--------------|-------------------|--|
| 15 | ELAGSE8W2e | 2 | B | The correct answer is choice (B) In fact, the tastiest foods may be the ones with the most calories. This has a more formal style. Choice (A) is incorrect because “Just go for it” is an informal expression. Choice (C) is incorrect, though this is a close answer, but it is not really as formal a choice (B). Choice (D) is incorrect because “No worries” is very informal. |
| 16 | ELAGSE8W1 | 4 | N/A | See scoring rubric beginning on page 68 and sample response on page 62. |
| 17 | ELAGSE8L1b | 2 | D | The correct answer is choice (D) The residents played inspiring music. <i>Played</i> is an active verb. Choices (A), (B), and (C) are all in the passive voice. |
| 18 | ELAGSE8L1a | 2 | B | The correct answer is choice (B) noun. The word <i>reading</i> is a gerund and functions as a noun in this sentence. Choices (A) and (C) are incorrect because the word does not function as either of those parts of speech. Choice (D) is incorrect, though it does end in <i>-ing</i> like some verbs. In this case, <i>reading</i> is a noun that is made from a verb. |
| 19 | ELAGSE8L2a | 1 | D | The correct answer is choice (D) I went to the store, and I bought paper. Choice (A) is incorrect because an ellipsis takes the place of text that is omitted. Choice (B) is incorrect because this is an inappropriate use of the dash. Choice (C) is incorrect because the semicolon is inappropriate. |
| 20 | ELAGSE8L2c | 1 | C | The correct answer is choice (C) quizical. <i>Quizzical</i> is one of those troublesome words with a double consonant. Choices (A), (B), and (D) are all spelled correctly. |

ENGLISH LANGUAGE ARTS (ELA) SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 4

To view the four-point rubric for a text-based narrative response, see pages 64 and 65.

Exemplar Response

| Points Awarded | Sample Response |
|----------------|--|
| 4 | Well, I got the job and I didn't make too much of a fool of myself. I think Mr. Bollinger knows about my family's business but he didn't even bring it up. He seems to have high hopes for this mail delivery plan, and he's expressed confidence in me. That means that when I make it, I'll make it on my own. It doesn't look easy, however. I'll be riding all day in all kinds of conditions—storms, rock slides, even the chance I'll be stopped by roadside bandits. It seems like the only thing that really rates is the horse. He only works one-sixth of the day, while I work six-sixths of it. But in a way that makes perfect sense. In any rate, I got the job I wanted. I'm going to succeed. I'll make Bollinger and my family back in West Virginia proud. |
| 3 | I don't suppose I'll get good treatment like that every day that I work for the Pony Express, but it sure was a good way to begin. Mr. Bollinger seemed like a good man, and he explained the job very clearly. It's a big responsibility, delivering people's mail. But I can do it. This is why I came out here to work on my own. It also looks like an interesting job. There had better be more going on than herding cattle. |
| 2 | Boy, they had everything set up for me. Mr. Bollinger ordered my breakfast. They had the mail pouch ready and my first horse all saddled up. This should be a good group to work for. |
| 1 | Twelve hours is a long day, but I can do it. Mr. Bollinger has confidence that I can do it, so I can. |
| 0 | I am riding the pony. |

Item 7

Scoring Rubric

| Points | Description |
|--------|--|
| 2 | The response achieves the following: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the role of specific paragraphs within the text • Includes specific examples/details that make clear reference to the text • Adequately supports examples with clearly relevant information from the text |
| 1 | The response achieves the following: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the role of specific paragraphs within the text • Includes limited examples that make reference to the text • Explains examples with vague/limited information from the text |
| 0 | The response achieves the following: <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze the role of specific paragraphs within the text |

Exemplar Response

| Points Awarded | Sample Response |
|----------------|--|
| 2 | At first, the description seems to be of some science fiction world. It sounds strange and exotic. Then we find out that it is the bottom of the ocean that is being described. From the start you know that this is unusual. The purpose of the first paragraph is to make you realize that what is happening with the vents is quite different from what was expected. |
| 1 | The first paragraph sounds like a movie or a science fiction story. There are creatures that look like worms, but they have red-and-white stripes. This makes the passage really interesting. And scary. |
| 0 | There are giant worms. It's a good beginning. |

Item 8

Scoring Rubric

| Points | Description |
|--------|--|
| 2 | <p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine the central idea of a text and analyze its development over the course of the text • Includes specific examples/details that make clear reference to the text • Adequately supports examples with clearly relevant information from the text |
| 1 | <p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine the central idea of a text and analyze its development over the course of the text • Includes limited examples/details that make reference to the text • Explains examples with vague/limited information from the text |
| 0 | <p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine the central idea of a text and analyze its development over the course of the text |

Exemplar Response

| Points Awarded | Sample Response |
|----------------|--|
| 2 | <p>The central idea of the passage is that the discovery of the underwater vents has prompted scientists to reconsider the belief that all living organisms need light to survive. The vents are remarkable because they house colonies of living organisms, despite the fact that they represent an environment too hostile to support life as we know it. The organisms living in these vents exist without sunlight. This shocked scientists. This also means that other organisms may be able to exist under these conditions as well.</p> |
| 1 | <p>The vents are at the bottom of the ocean, so the organisms that live there get absolutely no sunlight. They are the only life forms known to exist in the total absence of sunlight. Maybe there's life we don't know about in other places.</p> |
| 0 | <p>There are strange things living in the sea. Scientists know about them.</p> |

Item 11

Scoring Rubric

| Points | Description |
|--------|--|
| 2 | The exemplar shows a full-credit response. It achieves the following: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the structure of the text and how it contributes to the development of ideas • Includes specific examples/details that make clear reference to the text • Adequately supports examples with clearly relevant information from the text |
| 1 | The exemplar shows a 1-point response. It achieves the following: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the structure of the text and how it contributes to the development of ideas • Includes vague/limited examples/details that make reference to the text • Supports examples with clearly relevant information from the text |
| 0 | The exemplar shows a response that would earn no credit. It achieves the following: <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze the structure of the text and how it contributes to the development of ideas |

Exemplar Response

| Points Awarded | Sample Response |
|----------------|---|
| 2 | The new heading belongs in front of the last paragraph because that one talks about the risks that come with ecotourism. Ecotourism can help because of the revenues and the awareness. However, more people in an environment can endanger it. |
| 1 | It should go before paragraph 5. The word <i>risk</i> is used in paragraph 5 and that shows the other side. |
| 0 | The author uses two headings. |

Item 12

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 how facts and details develop the topic and ideas in a text • Includes specific examples/details that make clear reference to the text • Adequately supports examples with clearly relevant information from 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 how facts and details develop the topic and ideas in a text • Includes vague/limited examples/details that make reference to the text • Supports examples with clearly relevant information from 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 how facts and details develop the topic and ideas in a text |

Exemplar Response

| Points Awarded | Sample Response |
|----------------|--|
| 2 | The first section talks about pandas and how they are becoming extinct. Then in the second section, the author talks about one way to help save and protect pandas through a program called ecotourism. This is like a problem and a solution. You can help save the pandas by visiting them in their own habitat. And the money you spend for your tour is used to take care of the animal and its habitat. |
| 1 | The two sections fit together. The first one tells you that the panda is becoming extinct. The second section tells you one way to help save the panda. |
| 0 | Both sections are about pandas. |

Item 16

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 68 and 69 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

I like being informed. I like to know what will be on a test: not the exact questions, but the material. I watch movie trailers to decide if I'll see a particular movie. And I want to know the nutritional information of the food that I put in my body. Knowing the contents of foods alerts me to ingredients that trigger allergies. In addition, knowing the nutrients and calories helps me balance each meal. Fats, sugars, and carbohydrates are part of many foods, but they can be overdone.

Labeling is not hard for the majority of restaurants because most of them are chains. They already operate in regions with labeling laws, so they already know the contents of each meal. If their hamburger has 560 calories in New York City, it will have 560 calories here. The restaurants unique to our community are small in number and also small in scope. They specialize in seafood or Thai cuisine. The similarity of offerings will make labeling nearly automatic. Whether difficult or easy, presenting the nutritional information of food is critical to the health of the consumer.

I do have some sympathy for the government argument and also for the fact that fewer than half of consumers will probably care. There was a time when the government required manufacturers to put seat belts in cars, and later air bags and anti-lock brakes. At first people resisted wearing the belts and complained about the increased cost. Yet, who would buy a car without those features today? The same will be true for labeling. People will eventually come to realize that they are better off knowing this information to be active participants in promoting their own health.

In the meantime, people can pay attention or not. It is their choice. My choice will be to read the contents and eat healthy.

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 8 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 feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, the scorer need only choose the description 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 three on one scale (conventions) and zero to four on the other (ideas). 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 the description and associated point value for each trait 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 8 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 a 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, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • Uses precise words, phrases, and sensory language to convey experiences and 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, pacing, and reflection, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events • 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 a narrative technique, such as dialogue, description, pacing, or reflection, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time frame or setting to another, or show the relationships among experiences and events • 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, or show relationships among experiences and events • Shows little or no attempt to use dialogue, description, pacing, or reflection to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words to convey experiences, or events, or capture the action • 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's response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: 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 Appendix A 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 and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have 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 organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses appropriate and varied 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 and supports 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 a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Generally organizes ideas, concepts, and information • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • 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.</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 limited language and vocabulary that does not inform or explain the topic • Uses few transitions to connect and clarify relationships among ideas • 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.</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's response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive |

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

| Writing Trait | Points | Criteria |
|--|--------|--|
| Language Usage and Conventions <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> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <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 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of languages and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of languages and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | <i>The student's response is flawed for various reasons and will receive a condition code:</i> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: 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 Appendix A 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 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 the 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 relates 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 some reasons and evidence • Uses specific facts, details, definitions, examples, and/or other information from sources to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses a formal style fairly consistently 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 • Develops, sometimes unevenly, reasons and/or evidence to support claim(s) • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Uses few words or phrases 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)/claims(s) 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 or phrases to connect ideas • Uses a 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's response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: Off Topic/Off Task/Offensive |

Seven-Point, Two-Trait Rubric**Trait 2 for Argumentative Genre**

| Writing Trait | Points | Criteria |
|--|--------|--|
| Language Usage and Conventions <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> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <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 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of languages and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of languages and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | <i>The student's response is flawed for various reasons and will receive a condition code:</i> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language • Code E: 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 Appendix A for those standards that need continued attention beyond the grade in which they were introduced.

ACTIVITY

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

Standards: ELAGSE8.RL.1, ELAGSE8.RL.2, ELAGSE8.RL.3, ELAGSE8.RL.4, ELAGSE8.RL.5, ELAGSE8.RL.6, and ELAGSE8.RL.9

The Daily Reporter

Get your pad, pen, and press badge and join the staff of *The Daily Reporter* news team! You can do the following activity with friends or on your own.

Interview with a Friend or Family Member

You will need a reporter and a character from a story, novel, or play to interview.

- Choose a character you have read about and answer all questions as that character.
- The reporter should ask questions that pertain to events that took place in the story, novel, or play that the character comes from.
- You can also ask questions that require the character to reveal thoughts, feelings, and reactions to events and other characters.
- Think about what the character is like and what caused specific events to take place.
- The character may be asked to make a judgment or draw a conclusion about people and events from the text.
- The reporter will ask the character questions and record the responses.

Example: You have just read *To Kill a Mockingbird* by Harper Lee. The reporter can interview Atticus Finch and ask him how he felt about the trial or its outcome, or you may choose to interview Scout and get her reaction to how the trial affected her father or what she thinks about growing up in Maycomb, Alabama.

After the interview, the questions and answers can be presented in several ways.

- Write a newspaper report. If you have access to a computer, you can design a page that looks like the front page of a newspaper.
- Write the interview as a dialogue between the reporter and the character.
- Present this as a live interview on a TV news show. You can set up two chairs at the front of the class and interview the character using the questions and answers as the script.

On Your Own

You can do this activity on your own after reading a story, novel, or play. Choose a character who interests you and write the questions and answers yourself. Prepare the questions and answers as either a newspaper report or a dialogue.

ACTIVITY

The following activity develops skills in Unit 5: Language.

Standards: ELAGSE8.L.4 and ELAGSE8.L.5

Word Match Game

You can play this game by yourself, with a friend, or with your family.

Create a list of vocabulary words. These words can come from your reading, spelling lists, or the glossaries of science, math, or social studies textbooks.

Write each word on an index card. If you do not have blank cards, take a sheet of paper and fold it in half. Then fold it in half a second time so that there are four rectangles. Cut these rectangles apart.

- Write a word on each card or piece of paper.
- On a different index card or piece of paper, write a synonym or definition of the word.

Start with eight words and their matching definitions.

- Mix them up and put the cards face up on the table in four rows of four cards each.

Find a word and its matching definition and turn it over.

- You can do this yourself, take turns with a friend or family member, or let each person see if he or she can match the eight words on his or her own.

Keep playing with the next set of eight words.

Play this game just for fun or to review words before a test or quiz.

- You can also use it as a way to study with a friend and test each other on how well you know the definitions of each word.

As an alternate way of playing, get a timer. Set the timer for a minute or use an hourglass timer that is filled with sand and turn it over.

- When time is up, count how many words were correctly matched.
- Award two points for each match.
- The player with the most points at the end of the game wins.