This document provides standard guidance. It contains all of the ELA standards for a grade level, as well as what the students should know and be able to do. Additionally, it contains suggested instructional approaches for each standard.

<table>
<thead>
<tr>
<th>Grade-Specific Standard</th>
<th>Approach to Instruction of Standard Content and Skill</th>
<th>EQs</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| **ELAGSE8RL1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **Know:** | - Lead students in examining what constitutes the strongest evidence from the evidence presented  
  - Identify weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text)  
  - Engage students in justifying their answers based on the strongest evidence  
  - Provide frequent opportunities to examine individual literary and rhetorical elements within texts  
  - Require students to employ a formal annotation style and a formal note-taking style when appropriate (such as Cornell Notes)  
  - Familiarize students with the concept and structure of précis writing, and allow them to use a précis as the foundation or outline for a more extended analysis  
  - Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance | How do I select the best textual evidence to support an analysis of the text? | Cite  
Textual evidence  
Analysis  
Explicit  
Inference |
| **ELAGSE8RL10**: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **Know:** | - Students should be aware of their own Lexiles and other reading measures so that they can work toward  
  - Provide students with reading material appropriate to Lexile  
  - Provide opportunities for close reading | How do I read literary texts of appropriate complexity? | Text complexity |
| **ELAGSE9RI1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **Know:** | - Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion  
  - Model distinguishing among evidence that supports | How do I select the best textual evidence to support an analysis of the text? | Cite  
Textual evidence  
Analysis  
Explicit  
Inference |
### ELA.GSE.8R10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Know:**
- Lexile and other measures
- The GSE Lexile band for grade 8 is 1010 to 1185

**Do:**
- actively read literature
- monitor Lexile
- Students should be aware of their own Lexiles and other reading measures so that they can work toward
- Provide students with reading material appropriate to Lexile
- Provide opportunities for close reading

**Pre-requisite:**
- cite several pieces of textual evidence

### ELA.GSE.8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Know:**
- a variety of writing types (e.g., opinion, informative, narrative) including the organization, style, and audience associated with each type
- how to support details in a written piece
- which details and support to use depending on the writing type

**Do:**
- determine an appropriate writing type for a specific task, purpose, and audience
- support details in a written piece appropriately to task, purpose, and audience
- develop their ideas and a writing style to convey their tone and meaning to the audience

**Pre-requisite:**
- develop clear and coherent writing that uses a thesis statement, topic sentences, and details
- demonstrate task, purpose, and audience in writing through development, organization, and style

### ELA.GSE.8W10: 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

**Know:**
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

**Do:**
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade

**Pre-requisite:**
- develop clear and coherent writing that uses a thesis statement, topic sentences, and details
- demonstrate task, purpose, and audience in writing through development, organization, and style

**How do I develop my skills and consider task, purpose, and audience to produce quality writing with appropriate development, organization, and style?**

**Development**
- Style
- Task
- Purpose

**Audience**

**Text complexity**

**Writing tasks**
- Purpose
<table>
<thead>
<tr>
<th><strong>discipline-specific tasks, purposes, and audiences.</strong></th>
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<tbody>
<tr>
<td><strong>Know:</strong></td>
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<tr>
<td>• writing can be done in any academic area</td>
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<tr>
<td>• writing should be done routinely, each time with a specific purpose</td>
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<tr>
<td>• writing can be completed in extended and short time frames</td>
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<tr>
<td>• the difference between informational text and literary non-fiction</td>
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<tr>
<td><strong>Do:</strong></td>
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<tr>
<td>• determine the purpose, task, and audience their writing will address</td>
</tr>
<tr>
<td><strong>Pre-requisite:</strong></td>
</tr>
<tr>
<td>• evaluate the task, purpose, and audience their writing will address across varied time frames</td>
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<tr>
<td><strong>without specific feedback via rubric, commentary, or both</strong></td>
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<td>• Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium</td>
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<tr>
<td>• Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits</td>
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<tr>
<td>• Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research</td>
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</tbody>
</table>