

Georgia Performance Standards English Language Arts Revisions

On July 13, 2006, the Georgia State Board of Education approved the following revisions to the English Language Arts Georgia Performance Standards.

Changes ELA 4-8

Additions and edits to elements:

ELA4R1

- a. Relates theme in works of fiction ~~and nonfiction~~ to personal experience.

ELA4W3

- b. Locates information in reference texts by using organizational features (i.e., prefaces, appendices, index, glossary, and table of contents).
- c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).

ELA5R1

- g. Applies knowledge of the concept that theme refers to ~~the main idea and meaning of a selection~~ the message about life and the world that the author wants us to understand whether implied or stated.
- h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
 - iii. Graphics (i.e., capital letters, line length, stanzas).

ELA5W3

- b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.
- c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.

ELA6R1

- d. Applies knowledge of the concept that theme refers to ~~the main idea and meaning of a selection~~ the message about life and the world that the author wants us to understand whether implied or stated.
- h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature:
 - ii. Figurative language (i.e. simile, metaphor, hyperbole, personification)
 - iii. Graphics (i.e., capital letters, line length, bold face print, italics)
- b. (informational texts) Applies knowledge of common graphic features (i.e., graphic organizers, diagrams, captions, illustrations, charts, tables, graphs).

ELA6W2 The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions, ~~web pages~~)

ELA6C1

- b. Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).
- c. Identifies and writes simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons.

ELA7R1 (informational texts)

- c. Applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions, ~~overlays~~).

ELA7W2 The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint; instructions and procedures; web pages; lab reports; slide presentations)

ELA7W3

- e. Uses electronic media to locate relevant information.

ELA 8R1

- f. Evaluates the structural elements of the plot (e.g., subplots, ~~parallel episodes~~, climax), the plot's development, and the way in which conflicts are (or are not) resolved.

ELA8W2 The student produces technical writing (business correspondence: letters of application and letters of recommendation, résumés, job applications, application essays, abstracts, user guides or manuals, web pages)

Additional standard:

ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them. The student

- a. Identifies a variety of Georgia authors both male and female.
- b. Identifies authors' connections to Georgia through a variety of materials including electronic media.
- c. Identifies award winning Georgia authors.
- d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.
- e. Relates literary works created by Georgia authors to historical settings and or events.
- f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.
- g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.

Note: The addition of this standard places a *specific* requirement on eighth-grade teachers, but it does not place an *additional* requirement on them. The study of literary

works is required in the first standard in the Reading and Literature strand; therefore, this standard simply specifies a category of works to be studied.

Changes ELA 9-12

ELA9W2, The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student:

- f. Follows style conventions for specific types of documents (e.g., ~~resume, memorandum, letter, e-mail, user manual~~ surveys or questionnaires, technical reports, research studies, proposals) and uses page formats, fonts, spacing, highlighting, and images that contribute to the readability and impact of the document.

ELABLRL1a. (Dramatic Literature), “Identifies and analyzes types of dramatic literature (i.e., tragedy, comedy, ~~melodrama, farce, memory play,~~ verse play).

ELAWLRL1a. (Dramatic Literature), “Identifies and analyzes types of dramatic literature (i.e., ~~comedy of manners, commedia dell’arte, farce~~ classical tragedy and culturally specific forms such as ~~NOH plays~~ commedia dell’arte).

ELAWLRL2

d. add “archetypes” inside parentheses.

ELAALRL1, fiction,

a. change “epistolary novel” to read “epistolary narrative.”

ELAALRL3, third critical component

The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (i.e., satire, parody, allegory, ~~pastoral~~) that cross the lines of genre classifications.

ELARL4, *all literature modules*,

The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in ~~sophisticated~~ selected literary works. The student composes essays, narratives, poems, or technical documents.

ELARC1, American Literature and British Literature—change to read “approximately 1,000,000 words.”

ELAW2, within the “Narrative” genre in grades 10, 11, 12, change “acquired in grades 6-8” to “in previous grades.”

ELAW3, *all writing modules 9-12*

e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual (~~e.g., *Modern Language Association Handbook, The Chicago Manual of Style, etc.*~~ such as *Modern Language Association Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.*)

ELAC1, *all writing modules 9-12*, change “end stops” to “end marks” to make consistent with lower grades.