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**Use the following passage from literature for the RL standards unless otherwise noted.**

_Little Women_
by Louisa May Alcott

Beth, Meg, and Jo March are the daughters of Mrs. March. Their next-door neighbor is an elderly, rich man named Mr. Laurence, who is raising his grandson, Laurie. Beth is very shy and perceives Mr. Laurence to be a grumpy man.

Beth Finds the Palace Beautiful

But Beth, though yearning for the grand piano, could not pluck up courage to go to the ‘Mansion of Bliss,’ as Meg called it. She went once with Jo, but the old gentleman, not being aware of her infirmity, stared at her so hard from under his heavy eyebrows, and said "Hey!" so loud, that he frightened her so much her ‘feet chattered on the floor,’ she never told her mother, and she ran away, declaring she would never go there any more, not even for the dear piano.

No persuasions or enticements could overcome her fear, till, the fact coming to Mr. Laurence’s ear in some mysterious way, he set about mending matters. During one of the brief calls he made, he artfully led the conversation to music, and talked away about great singers whom he had seen, fine organs he had heard, and told such charming anecdotes that Beth found it impossible to stay in her distant corner, but crept nearer and nearer, as if fascinated. At the back of his chair she stopped and stood listening, with her great eyes wide open and her cheeks red with excitement of this unusual performance. Taking no more notice of her than if she had been a fly, Mr. Laurence talked on about Laurie’s lessons and teachers. And presently, as if the idea had just occurred to him, he said to Mrs. March:

“The boy neglects his music now, and I’m glad of it, for he was getting too fond of it. But the piano suffers for want of use. Wouldn’t some of your girls like to run over, and practice on it now and then, just to keep it in tune, you know, ma’am?”

Beth took a step forward, and pressed her hands tightly together to keep from clapping them, for this was an irresistible temptation, and the thought of practicing on that splendid instrument quite took her breath away. Before Mrs. March could reply, Mr. Laurence went on with an odd little nod and smile. “They needn’t see or speak to anyone, but run in at any time. For I’m shut up in my study at the other end of the house, Laurie is out a great deal, and the servants are never near the drawing room after nine o’clock.”

Here he rose, as if going, and Beth made up her mind to speak, for that last arrangement left nothing to be desired. “Please, tell the young ladies what I say, and if they don’t care to come, why, never mind.” Here a little hand slipped into his, and Beth looked up at him with a face full of gratitude, as she said, in her earnest yet timid way.

“Oh sir, they do care, very very much!”

“Are you the musical girl?” he asked, without any startling “Hey!” as he looked down at her very kindly.

“I’m Beth. I love it dearly, and I’ll come, if you are quite sure nobody will hear me, and be disturbed,” she added, fearing to be rude, and trembling at her own boldness as she spoke.

“Not a soul, my dear. The house is empty half the day, so come and drum away as much as you like, and I shall be obliged to you.”

“How kind you are, sir!”

___

**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.

**ELAGSE8RL2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**ELAGSE8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Which statement BEST summarizes the central idea of the passage?**
A. Beth is not able to learn the piano without assistance.
B. Beth wants to practice her music in front of her neighbors.
C. Beth wants to try new things to please her family.
D. Beth is able to overcome her fear to pursue something she loves.

**ANSWER:** D

**Closely reread this line spoken by Mr. Laurence from lines 22-23 of the passage:**

_They needn’t see or speak to anyone, but run in at any time._

**Why does Mr. Laurence say this to the girls?**
A. He wants them to know he does not like to be disturbed.
B. He is trying to create a comfortable situation for Beth.
C. He is trying to express the general rules of the mansion.
D. He wants them to know they will not be alone in the big mansion.
# GSE in 8th ELA Assessment Examples

**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.

**ANSWER:** B

The BEST definition of the underlined word in the following sentence is: 
"But Beth, though **yearning** for the grand piano, could not pluck up courage to go to the 'Mansion of Bliss,' as Meg called it."

A. reaching  
B. desiring  
C. pushing  
D. worrying

**ANSWER: B**

**ELAGSE8RL5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Reread the sentence from the passage. 
No persuasions or enticements could overcome her fear, till, the fact coming to Mr. Laurence’s ear in some mysterious way, he set about mending matters.

A. The reader believes that what is happening at the house is mysterious.  
B. The reader remains unaware that Mr. Laurence typically helps his neighbors.  
C. The reader thinks that Mr. Laurence will not succeed even though he tries.  
D. The reader understands Mr. Laurence’s intentions even though Beth does not.

**ANSWER: D**

**ELAGSE8RL6:** Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**ELAGSE8RL7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**ELAGSE8RL8:** (Not applicable to literature)  
N/A

**ELAGSE8RL9:** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**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.

Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSE stretch Lexile band for 6-8 is 925L–1185L; however, it is noted that the Lexile measure is only the quantitative measure.

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### Reading Informational

**Standard**

**Example**

**Use the following passage to answer the RI questions unless otherwise noted.**

**Washed Away**

1 Imagine spending hours, even days, creating a work of art, only to let the rain wash away all traces of it. A rare kind of artist will do exactly that, especially if he or she works in a medium as impermanent as chalk.

2 Julian Beever is this kind of artist. Born in England, Beever started making chalk drawings after he graduated from art school. His first attempts were two-dimensional, and he drew them on public pavement, receiving pennies from passing admirers. Then one day, Beever was working in Brussels and saw some street tiles being removed. He liked the idea of trying to re-create the depth of tiles and space in his chalk drawings, so he tried drawing a woman in a tile-lined swimming pool. Creating the illusion of depth in the picture was a real challenge—until Beever discovered a secret.

3 Looking through a wide-angle camera lens allowed Beever to gain a greater perspective. It has to do with how the
brain judges distance when only looking through one eye, as when looking through the viewfinder of a camera. Or, as Beever says, “It makes the brain believe stuff that it otherwise wouldn’t believe.” Beever soon realized that by keeping a camera on a tripod in one spot and by checking every chalk mark he made, he could create images that appeared to have height, width, and depth.

4 Beever usually begins by drawing his intended design in miniature. Then he outlines a scribble on the pavement where he is drawing by using a rope to help create the lines. Once the lines are created, Beever constantly walks back and forth to the camera between sketching, which makes his work physically tiring. It is not uncommon for one of Beever’s drawings to take three or more days to complete.

5 Aside from the challenges of actually making his chalk drawings, Beever’s work conditions depend on the weather. If he is working on a drawing in winter, he has fewer daylight hours in which to work. If it is cold, windy, scorching, or humid, Beever simply has to struggle through whatever nature offers.

6 Then there are the difficulties posed by working in public places. Most artists work privately, but because of the locations Beever chooses, he is watched and questioned by bystanders. Some people even try to strike up conversations about current events or life in general. Through any distraction, Beever remains focused and involved in his artistic process.

7 The uniqueness and temporary quality of Beever’s work make observers feel honored to witness his process or see the final result. However, some people do not like the fact that Beever’s work is drawn in public places. A few have labeled it “graffiti.” Beever doesn’t mind, though. He believes that art is for the people, saying, “Art shouldn’t be locked away in galleries and libraries and books.” Moreover, people are excited to watch or wait for the final product.

8 Beever’s three-dimensional chalk images often amaze people. Once Beever drew potholes on the pavement that looked so real drivers swerved to avoid them!

9 Since his art is often washed or worn away over time, Beever has found a solution for creating something more lasting—a camera. The photographs Beever takes of his street art are permanent records of his creations. The photographs allow a whole new audience to experience his art, thanks to the far-reaching vehicle of the Internet. The Internet acts as a kind of virtual art gallery, or museum, where countless numbers of people can marvel at Beever’s work anytime, from anywhere in the world. For an artist who believes art should be available to everyone, Julian Beever has found a wonderful way to achieve his goal of reaching many people with his chalk creations.
### GSE in 8th ELA
#### Assessment Examples

| Connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | A. to take pictures for his Web site  
B. to arrange large scenes for his artwork  
C. to create the illusion of height, width and depth  
D. to capture an image regardless of the lighting |
|---|---|
| ELAGSE8RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | Which words in the passage help the reader know what medium means in paragraph 1?  
A. chalk, drawing, product, photographs  
B. perspective, brain, lens, depth  
C. weather, winter, cold, windy, nature  
D. gallery, museum, marvel, reaching |
| ELAGSE8RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | What organizational structure is mainly used in paragraph 2?  
A. cause-effect  
B. chronological  
C. compare-contrast  
D. problem-solution |
| ELAGSE8RI6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | The author's main purpose is:  
A. to inform about an artist he admires.  
B. to tell a story about a fictional character.  
C. to convince readers to create art with chalk.  
D. to provide a detailed description of a work of art. |
| ELAGSE8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | By looking at the photograph of Julian Beever’s work, the reader can infer that the artist is  
A. reserved and reluctant to communicate with the public.  
B. playful and wants to engage an audience.  
C. focused and anxious to start a new project.  
D. daring and likes to be perceived as rebellious. |
| ELAGSE8RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | Which of the following statements from the passage is an opinion?  
A. Born in England, Beever started making chalk drawings after he graduated from art school.  
B. Then one day, Beever was working in Brussels and saw some street tiles being removed.  
C. Moreover, people are excited to watch or wait for the final product.  
D. The photographs allow a whole new audience to experience his art, thanks to the far-reaching vehicle of the Internet. |
| ELAGSE8RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | N/A |
| ELAGSE8RI10: 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. | Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSE stretch Lexile band for 6-8 is 925L – 1185L; however, it is noted that the Lexile measure is only the quantitative measure. |
| **Writing** |  |
| **Standard** | **Example** |
| ELAGSE8W1: Write arguments to support claims with clear reasons and relevant evidence. | Read the following paragraph.  
(1) My friends are going to the beach this weekend. (2) Everyone |
GSE in 8th ELA
Assessment Examples

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<th>b. Support claim(s) with logical reasoning and relevant evidence, using aGSEurate, credible sources and demonstrating an understanding of the topic or text.</th>
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<td>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
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<td>d. Establish and maintain a formal style.</td>
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<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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**Which sentence in the paragraph contains bias?**

A. sentence 1  
B. sentence 2  
C. sentence 3  
D. sentence 4  
**ANSWER:** B

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

<table>
<thead>
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<th>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</th>
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<td>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
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<td>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
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<td>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td>e. Establish and maintain a formal style.</td>
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<td>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
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**ELAGSE8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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<th>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</th>
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<td>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
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| c. Use a variety of transition words, phrases,
and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**ELA GSE 8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Choose the BEST revision for this sentence.**

*Many students attend activities taking place in our town for example Troup Chili Cook-Off, the Azalea Story Telling Festival, and the Fourth of July Parade are all interesting.*

A. Many students attend activities taking place in our town; for example: Troup Chili Cook-Off, the Azalea Story Telling Festival, and the Fourth of July Parade are all interesting.

B. Many students attend activities taking place in our town for example Troup Chili Cook-Off. The Azalea Story Telling Festival, and the Fourth of July Parade are all interesting.

C. Many students attend activities taking place in our town, for example Troup Chili Cook-Off the Azalea Story Telling Festival and the Fourth of July Parade, are all interesting.

D. Many students attend activities taking place in our town. For example, Troup Chili Cook-Off, the Azalea Story Telling Festival, and the Fourth of July Parade are all interesting.

**ANSWER:** D

**ELA GSE 8W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**ELA GSE 8W6:** Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.

**ELA GSE 8W7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Kaitlyn is writing a research paper about Spain's colonization of the Northern Hemisphere. Which one of the four questions below would she FIRST need to address in organizing her paper?

A. Which areas were settled by immigrants from Spain?

B. How did Spanish settlers influence the cultures with which they came in contact?

C. Who were the most famous Spanish explorers of the 1500s?

D. What kinds of names did Spanish colonists give to locations they first encountered?

**ANSWER:**

**ELA GSE 8W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a

Which source about Susan B. Anthony is a primary source?

A. a diary written by her

B. a biography about her

C. an encyclopedia article about her

D. an interview with someone who knew her

**ANSWER:** A
Brittany wants to learn about Georgian-style cooking. Which key words should she use?
A. American food
B. peaches ‘n pigs
C. restaurants and markets
D. regional cooking techniques

**ANSWER:** D

**ELAGSE8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**ELAGSE8W10:** 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 discipline-specific tasks, purposes, and audiences.

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**Speaking and Listening**

**Use the following speech for items from the SL standards unless otherwise noted.**

*Before 1920, American women were not allowed to vote in elections. Susan B. Anthony was one of the people who worked tirelessly to gain this important right. In 1872, Anthony was arrested and put on trial for voting.*

1 Gentlemen of the jury, I ask you to look at the defendant, Miss Susan Brownell Anthony. You will see a respected person of outstanding character, a person who cares deeply for law and order. This woman has committed no crime. She has broken no law. She does not deserve to be put on trial! All she did was exercise her right as a United States citizen. Isn’t it a citizen’s duty to vote? Should Miss Anthony be arrested and put on trial for performing her civic duty?

2 Allow me, Miss Anthony’s lawyer, to read the charge against my client; Miss Anthony is accused of “knowingly, wrongfully, and unlawfully” voting for a member of Congress “without having a lawful right to vote . . . being then and there a person of the female sex.” My argument will show that this charge is ridiculous.

3 The prosecution says that Miss Anthony broke the law because it is illegal for a woman to vote. But that is simply not true. Miss Anthony’s vote was legal, and I will tell you why. Four years ago, in 1868, Congress ratified the Fourteenth Amendment to the United States Constitution. This amendment states that “all persons born and naturalized in the United States . . . are citizens of the United States,” and all citizens are entitled to the same privileges. States must provide “equal protection and due process of the laws” to every American citizen. Miss Anthony was born in Massachusetts. By birthright, she is an American citizen; no one can deny this truth. Therefore, the state of New York, where she now lives, must grant her the same rights as they do all other American citizens, including the right to vote.

4 Furthermore, the prosecution has argued that Miss Anthony knowingly and willfully broke the law in order to draw attention to her own views about women’s rights. This is also untrue. Prior to casting her ballot, Miss Anthony consulted Judge Henry Selden, whom you will hear from today. Judge Selden will tell you that he carefully considered the law. He concluded that Miss Anthony was, beyond a doubt, as authorized as any man to vote in the election. He told this to Miss Anthony. When she cast her vote, she did so in good faith. She certainly did not think she was breaking the law and was completely shocked to be arrested and tried in this fashion.
5 The sad truth is Miss Anthony is being prosecuted because she is female. If she were a man, we would not be here today, would we? We would praise her for doing her part to preserve democracy in this great country of ours. Her action would be not only innocent but honorable. Does this action become dishonorable merely because it was carried out by a woman? Of course not! It is wrong to prosecute a citizen of the United States who was merely trying to do her duty. It is wrong to put Miss Anthony on trial simply because she is female. Women make up half of the population of this country. They work as hard as their fathers, brothers, husbands, and sons. They deserve to have their voices heard, just as we men do. It is unfair to expect any citizen of a country to abide by laws which they had no say in making. Isn’t that why the United States fought the Revolutionary War against England? We did not want to be treated like second-class citizens! Why should we expect women, who also sacrificed and contributed, to accept this kind of treatment?

7 Gentlemen of the jury, you have been given a rare opportunity to strike down injustice! Let me summarize the reasons why you must find Miss Anthony innocent of any wrongdoing. First of all, the Fourteenth Amendment guarantees the rights of all United States citizens, not just male citizens, and this clearly includes the right to vote. Secondly, even if you interpret the law differently, as the prosecution clearly does, Miss Anthony can only be innocent since she honestly believed she was exercising her rights, rather than willfully disregarding the law. Thirdly, please consider the absurdity of trying a person in a court of law for no better reason than that she happens to be female.

8 Miss Anthony harmed no one. She did not rob a bank. She voted! Let’s end this farce and send a clear message that we will uphold the noble principles on which our nation was built. Exercise your civic duty and find Miss Anthony innocent.

Thank you.

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<th>Example</th>
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<td><strong>ELAGSE8SL1:</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>See examples in elements below</td>
</tr>
</tbody>
</table>
| a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Tyrone wants to learn more about Susan B. Anthony who was instrumental in securing the women’s right to vote. The BEST source of information about her would be from a
A. website called Famous Americans.
B. history books about the rights of women.
C. newsletter from an organization for women.
D. TV show titled Great Americans.
ANSWER: B |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | A class decides to do a mock trial about Susan B. Anthony’s case. Groups were assigned to research and prepare information that would be presented during the trial. Which strategy is LEAST appropriate for working together in a group?
A. taking turns listening and speaking with each other
B. writing down ideas that are personally appealing
C. asking relevant questions that move the group toward its goal
D. summarizing information so group members are aware of project developments
ANSWER: B |
| c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others’ questions and comments with relevant evidence, observations, and ideas. | N/A |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. | N/A |
| **ELAGSE8SL2:** Analyze the purpose of | What is the main purpose of this speech? |
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| Information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | A. to provide information about a historic event  
B. to describe the actions of a noteworthy person  
C. to persuade a group to make a decision  
D. to entertain students with a humorous performance  
**ANSWER:** C |
|---|---|
| ELAGSE8SL3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Read this excerpt from Paragraph 2.**  
*Miss Anthony is accused of “knowingly, wrongfully, and unlawfully” voting for a member of Congress “without having a lawful right to vote . . . being then and there a person of the female sex.” My argument will show that this charge is ridiculous.*  
**Which persuasive technique is the speaker using?**  
A. testimonial  
B. bandwagon  
C. name-calling  
D. loaded words  
**ANSWER:** D |
| **Choose the sentence that BEST expresses the central idea of the speech.**  
A. Susan B. Anthony broke the law to bring attention to women’s rights.  
B. The Fourteenth Amendment guarantees the rights of all United States citizens, including the right to vote.  
C. Citizens of the United States should not be expected to follow laws which they had no say in creating.  
D. Susan B. Anthony was within her rights as a woman when she voted.  
**ANSWER:** D |
| ELAGSE8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | **During a speech, a speaker should keep his audience engaged by**  
A. making eye contact.  
B. shouting in a loud voice.  
C. using exaggerated arm gestures.  
D. reading directly from note cards.  
**ANSWER:** A |
| ELAGSE8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | **What visual would BEST represent the information in this speech?**  
A. a copy of the complete U.S. Constitution  
B. a flow chart of the court system in America  
C. a picture of Susan B. Anthony taken while she was voting  
D. a printed copy of the Fourteenth Amendment  
**ANSWER:** D |
| ELAGSE8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) | N/A |

### Language

<table>
<thead>
<tr>
<th><strong>Standard</strong></th>
<th><strong>Example</strong></th>
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</table>
| ELAGSE8L1: 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. | **In the sentence below, what part of speech is “to win”?**  
*To win is not as important as to compete honorably.*  
A. a gerund  
B. a participle  
C. an infinitive  
D. an interjection |
### b. Form and use verbs in the active and passive voice.

**Read the following sentence.**

The only real equipment that is needed are two good marbles, preferably they should be made of flint because of its inherent toughness—no one wants a marble to shatter in the heat of battle.

**Which revision of the sentence uses only the active voice?**

A. The only real equipment that is needed are two good marbles, preferably they should be made of flint because of its inherent toughness—no one wants a marble to be shattered in the heat of battle.
B. The only real equipment needed are two good marbles, preferably they should be made of flint because of its inherent toughness—no one wants a marble to shatter in the heat of battle.
C. The only real equipment that one needs are two good marbles, preferably made of flint because of their inherent toughness—no one wants to have a marble shattered in the heat of battle.
D. The only real equipment to be needed are two good marbles, preferably made of flint because of its inherent toughness—no one wants a marble to shatter in the heat of battle.

**ANSWER:** C

### c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

**Read the following sentence.**

If you want an intelligent reader, you should choose Marty.

**Which revision changes the underlined clause from the conditional to the imperative mood?**

A. choose Marty.
B. you will choose Marty.
C. Marty might be the best choice.
D. Marty would be the best choice.

**ANSWER:** A

### d. Recognize and correct inappropriate shifts in verb voice and mood.*

**Read the following sentence.**

Find out how to get tickets, and it is a good idea to buy them right away.

**Which revision BEST corrects the shift in voice and mood?**

A. Find out how to get tickets, and buy them right away.
B. You will need to find out how to get tickets, and make sure to buy them right away.
C. Did you find out how to get tickets, and it is a good idea to buy them right away?
D. Find out how to get tickets, and is it a good idea to buy them right away?

**ANSWER:** A

### ELA GSE 8L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Choose the sentence that shows correct comma usage.**

A. Mrs. Stephens the journalism teacher really liked an article I wrote titled, “Looking Out for Younger Students.”
B. Mrs. Stephens, the journalism teacher really liked an article I wrote titled, “Looking Out for Younger Students.”
C. Mrs. Stephens, the journalism teacher, really liked an article I wrote titled “Looking Out for Younger Students.”
D. Mrs. Stephens the journalism teacher, really liked an article I wrote titled, “Looking Out for Younger Students.”

**ANSWER:** C

**b. Use an ellipsis to indicate an omission.**

**Read the following sentence.**

One reviewer wrote that the musical was “dazzling, colorful, and beautifully performed and had many outstanding special effects.”

**Which of the following sentences shows how the writer could correctly shorten the quotation?**
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<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. One reviewer wrote that the musical was “dazzling, colorful, and beautifully performed. . . .”</td>
<td></td>
</tr>
<tr>
<td>B. One reviewer wrote that the musical was “dazzling, colorful, . . . and beautifully performed.”</td>
<td></td>
</tr>
<tr>
<td>C. One reviewer wrote that the musical was “dazzling, colorful, and beautifully . . . performed.”</td>
<td></td>
</tr>
<tr>
<td>D. One reviewer wrote that . . . the musical was “dazzling, colorful, and beautifully performed.”</td>
<td></td>
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<tr>
<td><strong>ANSWER:</strong> A</td>
<td></td>
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</table>

**c. Spell correctly.**

*In which sentence is the underlined word misspelled?*

| A. My favorite desert is peach pie with vanilla ice cream. |
| B. My sister takes courses in English, history, and math. |
| C. The principal of our middle school is going to retire next year. |
| D. The soldier walked with his head up, shoulders back, and spine straight. |
| **ANSWER:** A |

**ELAGSE8L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

*Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).*

Read the following sentence.  
*The contest was won by an unknown dog.*

**Which answer shows the effect of changing from passive voice to active voice?**

| A. The contest prize was received by an unknown dog. |
| B. The contest prize was taken by an unknown dog. |
| C. An unknown dog was given a prize by the contest. |
| D. An unknown dog received the contest prize. |
| **ANSWER:** D |

**ELAGSE8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

*Read the sentence below.*  
*The wind velocity, or speed of motion, in a violent tornado can reach 300 miles per hour.*

**What does the word velocity mean in the sentence?**

| A. position |
| B. change in direction |
| C. swiftness |
| D. size of something |
| **ANSWER:** C |

**c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Read the dictionary entry to answer the question.

**collapse (kә lăps’)** v.  
1. to fall down 2. to stop functioning 3. To fold an object to make it smaller: *The table collapses for easy storage.*  
*n. 4. a falling down 5. a failure.*
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What is the part of speech of **collapse** in this sentence?
When many farms **collapse**, as they did during the Great Depression, what happens to the price of food?

<table>
<thead>
<tr>
<th>Option</th>
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<tbody>
<tr>
<td>A. verb</td>
<td></td>
</tr>
<tr>
<td>B. noun</td>
<td></td>
</tr>
<tr>
<td>C. adjective</td>
<td></td>
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<tr>
<td>D. adverb</td>
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</table>

**ANSWER:** A

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Read the following definition.

**overwhelm** (ō′ vard wŏl′m) v. 1. to surge over and submerge someone or something 2. to defeat: The Bucks overwhelmed the Jays. 3. to upset deeply 4. to give someone too much of something.

Which definition helps you understand the meaning of **overwhelmed** as used in this sentence?
Financial worries and debt overwhelmed farmers, and many of them left the Great Plains.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A. Definition 1</td>
<td></td>
</tr>
<tr>
<td>B. Definition 2</td>
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<tr>
<td>C. Definition 3</td>
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<tr>
<td>D. Definition 4</td>
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</table>

**ANSWER:** C

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ELAGSE8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

See examples in the elements below.

---

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

Read the following sentence.
**Some people take steps to avoid elevators.**

Choose the answer that explains the humorous play on words in the underlined pun.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. “Steps” are for walking, and “elevators” are for riding.</td>
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<tr>
<td>B. “Steps” and “elevators” are both ways to go up and down.</td>
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<tr>
<td>C. “Take steps” can mean both “use the stairs” and “take action.”</td>
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<tr>
<td>D. Taking an “elevator” is usually much faster than “taking steps.”</td>
<td></td>
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</table>

**ANSWER:** C

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b. Use the relationship between particular words to better understand each of the words.

Which word correctly completes each analogy?

**verse : song : : grass : ________________**

<table>
<thead>
<tr>
<th>Option</th>
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</thead>
<tbody>
<tr>
<td>A. cultivate</td>
<td></td>
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<tr>
<td>B. meadow</td>
<td></td>
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<tr>
<td>C. trees</td>
<td></td>
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<tr>
<td>D. desert</td>
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</table>

**ANSWER:** B

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c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Which word has the same denotation as the underlined word but has a more negative connotation?
**The director’s feedback excited the actors.**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. agitated</td>
<td></td>
</tr>
<tr>
<td>B. inspired</td>
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<td>C. invigorated</td>
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<tr>
<td>D. energized</td>
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</table>

**ANSWER:** A

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ELAGSE8L6: Acquire and use aGSEurally grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**N/A**
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