

Matching State Standards to the Essay Contest

The Georgia Language Arts standards for Grades 6-8 are listed here. However, reading and writing are emphasized across the curriculum.

6th Grade

ELA6W2 The student demonstrates competence in a variety of genres.

The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Establishes a statement as the main idea or topic sentence.
- c. Develops a controlling idea that conveys a perspective on the subject.
- d. Creates an organizing structure appropriate to purpose, audience, and context.
- e. Develops the topic with supporting details.
- f. Excludes extraneous and inappropriate information.
- g. Follows an organization pattern appropriate to the type of composition.
- h. Concludes with a detailed summary linked to the purpose of the composition.

ELA6W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student

- a. Plans drafts independently and resourcefully.
- b. Revises manuscripts to improve the organization and consistency of ideas within and between the paragraphs.
- c. Edits to correct errors in spelling, punctuation, etc.

7th Grade

ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student

- a. Selects a focus, an organizational structure, and point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g. chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA7W2 The student demonstrates competence in a variety of genres.

The student produces a multi-paragraph persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position or perspective in support of a proposition or proposal.
- c. Describes the points in support of the proposition, employing well-articulated, relevant evidence.
- d. Excludes information and arguments that are irrelevant.
- e. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- f. Anticipates and addresses readers' concerns and counter-arguments.
- g. Provides a sense of closure to the writing.

ELA7W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
- d. Edits writing to improve word choice after checking the precision of the vocabulary.

8th Grade

ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA8W2 The student demonstrates competence in a variety of genres.

The student produces a multi-paragraph persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position or perspective in support of a proposition or proposal.
- c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.
- d. Includes appropriate relevant information and arguments.
- e. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.
- f. Supports arguments with detailed evidence, citing sources of information as appropriate.
- g. Anticipates and addresses reader concerns and counter-arguments.
- h. Provides a sense of closure to the writing.

ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.
- c. Edits writing to improve word choice, grammar, punctuation, etc.