

Grade 8 Expectations for English Language Arts

Grade 8 Expectations in English/Language Arts

Learning Standards from the Massachusetts Curriculum Framework for the end of Grade 8 are numbered and printed in bold. The Franklin Public School System's grade level expectations for Grade 8 are bulleted below each learning standard. If there are no bulleted items after the Massachusetts Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.

GENERAL STANDARD 1: Discussion

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

| Learning Standards | Resources |
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| 1.4 Know and apply rules for formal discussion (classroom, parliamentary debate, town meeting rules). | |
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GENERAL STANDARD 2: Questioning, Listening, and Contributing

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

| Learning Standards | Resources |
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| 2.4 Integrate relevant information gathered from group discussions and interviews for reports. | |
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GENERAL STANDARD 3: Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

| Learning Standards | Resources |
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| 3.10 Present an organized interpretation of a literary work, film, or dramatic production. | |
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| 3.11 Use appropriate techniques for oral persuasion. | |
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| 3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. | |
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| 3.13 Create a scoring guide based on categories supplied by the teacher (content, presentation style) to prepare and assess their presentations. | |

GENERAL STANDARD 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

| Learning Standards | Resources |
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| 4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses. | |
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GENERAL STANDARD 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

| Learning Standards | Resources |
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| 5.16 Distinguish phrases from clauses. | |
| 5.18 Identify simple, compound, and complex sentences. | |
| <ul style="list-style-type: none"> Identify and write complex sentences. | |
| 5.21 Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. | |
| 5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. | |

GENERAL STANDARD 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

| Learning Standards | Resources |
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| For imaginative/literary texts: | |
| 8.23 Use knowledge of genre characteristics to analyze a text. | |
| 8.24 Interpret mood and tone, and give supporting evidence in a text. | |
| For informational/expository texts: | |
| 8.26 Recognize organizational structures and use of arguments for and against an issue. | |
| <ul style="list-style-type: none"> Enhance organizational structures and use of arguments for and against an issue. | |
| 8.27 Identify evidence used to support an argument. | |
| 8.28 Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. | |

GENERAL STANDARD 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

| Learning Standards | Resources |
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| 11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. | |

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GENERAL STANDARD 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

| Learning Standards | Resources |
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| 13.20 Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationship). | |
| 13.22 Identify evidence used to support an argument. | |
| 13.23 Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text. | |

GENERAL STANDARD 14: Poetry

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

| Learning Standards | Resources |
|---|-----------|
| 14.4 Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: | |
| <ul style="list-style-type: none"> • Sound (alliteration, onomatopoeia, <i>internal rhyme</i>, rhyme scheme); • Figurative language (personification, metaphor, simile, <i>hyperbole</i>) | |

GENERAL STANDARD 15: Style and Language

Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

| Learning Standards | Resources |
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| 15.5 Identify and analyze imagery and figurative language. | |

GENERAL STANDARD 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

| Learning Standards | Resources |
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| 17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed. | |
| <ul style="list-style-type: none"> • Setting (place, historical period, time of day); • Plot (exposition, conflict, rising action, falling action); • Characterization (character motivations, actions, thoughts, development) | |
| 17.6 Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films. | |

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GENERAL STANDARD 18: Dramatic Reading and Performance

Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

| Learning Standards | Resources |
|--|-----------|
| 18.4 Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment. | |
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GENERAL STANDARD 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

| Learning Standards | Resources |
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| For imaginative/literary writing: | |
| 19.20 Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position). | |
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| For informational/expository writing: | |
| 19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography. (MLA format) | |
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| 19.22 Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion. | |
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| 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. | |
| <ul style="list-style-type: none"> • Write multi-paragraph persuasive compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Write five paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. • Introduce literary analysis. | |
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GENERAL STANDARD 20: Consideration of Audience and Purpose

Students will write for different audiences and purposes.

| Learning Standards | Resources |
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| 20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. | |
| <ul style="list-style-type: none"> • Select and use appropriate rhetorical techniques to convince the reader. | |
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GENERAL STANDARD 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

| Learning Standards | Resources |
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| 21.7 Improve word choice by using a variety of references. | |
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GENERAL STANDARD 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

| Learning Standards | Resources |
|--|-----------|
| 22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing. | |
| <ul style="list-style-type: none"> Use knowledge of types of sentences (complex), correct mechanics (comma after introductory structures), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing. | |
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GENERAL STANDARD 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

| Learning Standards | Resources |
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| 23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks). | |
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GENERAL STANDARD 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

| Learning Standards | Resources |
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| 24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects: | |
| <ul style="list-style-type: none"> Organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing. | |
| <ul style="list-style-type: none"> Document information and quotations and use a consistent format for footnotes or endnotes. | |
| <ul style="list-style-type: none"> Use standard bibliographic format to document sources. (MLA format) | |
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GENERAL STANDARD 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia production, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.

| Learning Standards | Resources |
|---|-----------|
| 26.4 Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. | |
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GENERAL STANDARD 27: Media Production

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

| Learning Standards | Resources |
|---|-----------|
| 27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium. | |
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| 27.5 Use criteria to assess the effectiveness of media presentations. | |
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