

FRAMEWORK CONNECTIONS

Grade 8

- 1.3 : Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 1.4 : Know and apply rules for formal discussions (*classroom, parliamentary debate, town meeting rules*).
- 2.4: Integrate relevant information gathered from group discussions and interviews for reports.
- 3.10: Present an organized interpretation of a literary work, film, or dramatic production.
- 3.11: Use appropriate techniques for oral persuasion.
- 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.
- 3.13: Create a scoring guide based on categories supplied by the teacher (*content, presentation style*) to prepare and assess their presentations.
- 4.20: Determine the meaning of unfamiliar words using context clues (*contrast, cause and effect*).
- 4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.
- 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.
- 5.15: Recognize the basic patterns of English sentences (*noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun*).
- 5.16: Distinguish phrases from clauses.
- 5.17: Recognize the makeup and function of prepositional phrases.
- 5.18: Identify simple, compound, and complex sentences.
- 5.19: Recognize appropriate use of pronoun reference.
- 5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).
- 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.
- 6.7: Analyze the language styles of different characters in literary works.

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.

8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.

For informational/expository texts:

8.26: Recognize 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.

9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

10.4: Identify and analyze the characteristics of various genres (*poetry, fiction, nonfiction, short story, dramatic literature*) as forms chosen by an author to accomplish a purpose.

11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.

13.18: Identify and use knowledge of common textual features (*paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography*).

13.19: Identify and use knowledge of common graphic features (*charts, maps, diagrams*).

13.20: Identify and use knowledge of common organizational structures (*logical order, comparison and contrast, cause and effect relationships*).

13.21: Recognize use of arguments for and against an issue.

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.

15.5: Identify and analyze imagery and figurative language.

15.6: Identify and analyze how an author's use of words creates tone and mood.

16.9: Identify conventions in epic tales (*extended simile, the quest, the hero's tasks, special weapons or clothing, helpers*).

16.10: Identify and analyze similarities and differences in mythologies from different cultures (*ideas of the afterlife, roles and characteristics of deities, types and purposes of myths*).

17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:

- setting (*place, historical period, time of day*);
- plot (*exposition, conflict, rising action, falling action*); and
- 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.

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.

For imaginative/literary writing:*

19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.

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*).

For informational/expository writing:

19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.

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.

19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.

20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.

21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.

21.7: Improve word choice by using a variety of references.

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.

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*).

23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.

23.11: Organize ideas for writing comparison-and-contrast essays.

24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:

- differentiate between primary and secondary source materials;
- differentiate between paraphrasing and using direct quotes in a report;
- organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
- document information and quotations and use a consistent format for footnotes or endnotes; and
- use standard bibliographic format to document sources.

25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

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.

Source= Massachusetts Department of Education