

**LINCOLN PUBLIC SCHOOLS**  
**English Language Arts Learning Expectations: Grade 8**

**Massachusetts Standards**

**Strand:  
Reading**

**Students will be able to:**

Read and comprehend literature, including stories, dramas, and poems, in the grades 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Read and comprehend literary nonfiction in the grades 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
*(Standard 10)*

**Big Ideas**

- Reading is a complex task that requires the skillful and simultaneous orchestrations of a number of cognitive processes.
- Comprehension requires readers to actively engage with a text as they gather information, follow a story, consider new ideas, relate ideas to previous information or text-based events, or think about a text in light of their own knowledge and experience.
- Skilled readers base their interpretations of the author’s intended meaning as made apparent by a wide range of textual evidence.

**Key Outcomes**

Students will demonstrate an understanding of a **text** by:

<b>Informational Text:</b>	<b>Literature:</b>
<ul style="list-style-type: none"> <li>● Analyzing how a text makes connections among and distinctions between individuals, ideas, or events (<i>e.g., through comparisons, analogies, or categories</i>).<i>(Standard 3)</i></li> <li>● Determining an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. <i>(Standard 6)</i></li> <li>● Analyzing 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. <i>(Standard 9)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. <i>(Standard 3)</i></li> <li>● Analyzing how differences in the points of view of the characters and the audience or reader (<i>e.g., created through the use of dramatic irony</i>) create such effects as suspense or humor. <i>(Standard 6)</i></li> <li>● Analyzing 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</li> </ul>

describing how the material is rendered new.  
*(Standard 9)*

### Essential Knowledge and Skills

#### Students will:

##### Informational Text:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *(Standard 1)*
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. *(Standard 2)*
- 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. *(Standard 4)*
- 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. *(Standard 5)*
- Evaluate the advantages and disadvantages of using

##### Literature:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. *(Standard 1)*
- 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. *(Standard 2)*
- 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. *(Standard 4)*
- 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. *(Standard 5)*
- Analyze the extent to which a filmed or live

different mediums (*e.g., print or digital text, video, multimedia*) to present a particular topic or idea.

*(Standard 7)*

- 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.

*(Standard 8)*

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.

*(Standard 7)*

- Identify and analyze the characteristics of irony and parody in literary works.

*(Standard 8A)*