

LINCOLN PUBLIC SCHOOLS  
English Language Arts Learning Expectations: Grade 8

Massachusetts  
Standards

Strand:  
Language

Students will be able  
to:

Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.  
(Standard 1)

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

Students will demonstrate an understanding of language by:

- Demonstrating a command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Standard 2)
- Using knowledge of language and its conventions when writing, speaking, reading, or listening. (Standard 3)
- 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. (Standard 4)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases; gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Standard 6)

Essential Knowledge and Skills

Students will:

- Explain the function of verbals (*gerunds, participles, infinitives*) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.
- Use punctuation (*comma, ellipsis, dash*) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

- Spell correctly
- 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*).
- Use context (*e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (*e.g., precede, recede, secede*).
- 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.
- Verify the preliminary determination of the meaning of a word or phrase (*e.g., by checking the inferred meaning in context or in a dictionary*).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (*e.g. verbal irony, puns*) in context. *(Standard 5)*
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (*associations*) of words with similar denotations (*definitions*) (*e.g., bullheaded, willful, firm, persistent, resolute*).