

MCAS/DCCAS English Language Arts Correlation Chart Grade 8

<i>MCAS Finish Line English Language Arts Grade 8</i>	<i>MCAS Standard</i>	<i>DCCAS Standard</i>	<i>DCCAS Standard Description</i>
Unit 1: Vocabulary Strategies			
<i>Lesson 1: Word Parts</i>	4.18	6.LD-V.7	Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., <i>annus, aqua</i>), suffixes (e.g., <i>-itis, -osis</i>), and prefixes (e.g., <i>multi-, dis-, anti-, hyper-, syn-</i>).
	4.21	8.LD-V.8	Know the origins and meanings of common foreign words used in English.
<i>Lesson 2: Words in Context</i>	4.20	8.LD-V.9	Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.
	4.22	8.LD-V.11	Determine meanings, pronunciations, syllabication, synonyms, antonyms, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, CD-ROMs, and the Internet.
<i>Lesson 3: Structure of English</i>	5.9	7.EL.2	Identify all parts of speech and types and structures of sentences.
	5.11	6.EL.5	Identify and employ correct usage for <ul style="list-style-type: none"> • present perfect, past perfect, and future perfect tense; • subject-verb agreement with compound subjects; • indefinite pronouns; and • elimination of fragments and run-ons.
	5.16	8.EL.2	Distinguish phrases from clauses.



	5.17	7.EL.3	Recognize the makeup and function of prepositional phrases.
	5.18	7.EL.5	Identify and use simple, compound, and complex sentences.
	5.19	7.EL.6	Recognize appropriate use of pronoun reference.
Lesson 4: <i>Mechanics of English</i>	5.20	5.EL.4	Identify and use correct punctuation, including colons to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, and short stories; parentheses; commas in compound sentences; and paragraph indentations.
		5.EL.5	Use correct capitalization.
		5.EL.6	Identify and employ correct usage for <ul style="list-style-type: none"> troublesome verbs (e.g., <i>lie/lay, sit/set, rise/raise</i>); modifiers; and nominative, objective, and possessive pronouns.
	5.22	8.LD-V.8	Know the origins and meanings of common foreign words used in English.
Unit 2: Understanding a Text			
Lesson 5: <i>Main Idea and Supporting Details</i>	8.18	7.IT-E.1	Identify the author’s purpose(s) in a text when it is not stated.
	8.22	8.IT-E.1	Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.
	13.17	7.IT-E.2	Identify and use knowledge of common textual features.
Lesson 6: <i>Recognizing Organizational Structures</i>	8.16	7.IT-E.3	Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.

	8.21 13.19	8.IT-A.5	Recognize organizational structures and arguments for and against an issue.
	13.20	7.IT-A.6	Describe the facts and evidence used to support an argument.
Lesson 7: <i>Inferences and Conclusions</i>	8.11	6.LT-F.4	Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.
Lesson 8: <i>Making Reading Connections</i>	9.4	7.LT-C.1	Relate the elements of a literary work to the elements of other literary works set in the same historical period.
	9.5	8.LT-C.1	Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
Lesson 9: <i>Author's Point of View and Argument</i>	8.17	8.IT-A.6	Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.
	8.26	8.IT-A.5	Recognize organizational structures and arguments for and against an issue.
	13.21	7.IT-A.6	Describe the facts and evidence used to support an argument.
	13.22	8.IT-E.3	Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.
Lesson 10: <i>Author's Purpose</i>	8.20	8.LT-S.10	Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.
	8.26	8.IT-A.5	Recognize organizational structures and arguments for and against an issue.
	8.28	8.IT-E.3	Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.
	10.4	8.LT-G.2	Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.



Lesson 11: <i>Genre and Theme</i>	10.3	5.LT-G.2	Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.
	10.4	8.LT-G.2	Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.
	11.3	6.LT-T.3	Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.
	11.4	8.LT-T.3	Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.
Lesson 12: <i>Style and Language</i>	8.19 8.20 8.24	8.LT-S.10	Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.
	15.2 15.3	4.LT-S.11	Identify sensory details and figurative language in a story or poem.
	15.4	6.LT-S.9	Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.
	15.6	7.LT-S.11	Identify and analyze how an author's use of words creates tone and mood.
Lesson 13: <i>Elements of Fiction</i>	8.20	8.LT-S.10	Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author's word choice and use of figurative language.
	8.25	8.LT-F.5	Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.
	12.3	8.LT-F.6	Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.
	12.4	7.LT-F.6	Describe a character based on the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.
Lesson 14: <i>Poetry</i>	14.2	4.LT-P.9	Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).



	14.4	8.LT-P.8	Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.
	15.6	7.LT-S.11	Identify and analyze how an author’s use of words creates tone and mood.
Lesson 15: <i>Myths and Traditional Narratives</i>	16.4	4.LT-TN.12	Identify phenomena explained in origin myths.
	16.5	3.LT-TN.14	Identify the adventures or exploits of a character type in traditional literature.
	16.6	4.LT-TN.13	Identify significant characters and events in Greek, Roman, and Norse mythology that have influenced English vocabulary.
	16.7 16.10	7.LT-TN.12	Identify similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).
	16.8	6.LT-TN.10	Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.
	16.9	8.LT-TN.11	Identify conventions in epic tales (e.g., the quest, the hero’s tasks, special weapons or clothing).
Lesson 16: <i>Dramatic Literature</i>	17.3	4.LT-D.10	Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.
	17.4	7.LT-D.10	Analyze the similarities and differences in the setting, characters, and plot of a play and a film based on it.
Unit 4: The Writing Process			
Lesson 17: <i>Planning and Drafting</i>	19.23 23.7 23.8 23.10	8.W-E.2	Write coherent multi-paragraph compositions (including compare-and-contrast essays) that <ul style="list-style-type: none"> • include a thesis statement, • use logical organization, • make effective use of detail and rhetorical devices, and • include variety in sentence structure and transition sentences to link paragraphs.



Lesson 18: <i>Revising</i>	21.1 21.4	8.W-R.6	Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.
	21.2	6.W-R.5	Revise writing to improve the level of detail and precision of language after determining where to add sensory detail and rearrange text.
	21.6	7.W-R.5	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
Lesson 19: <i>Editing and Publishing</i>	22.2 22.4 22.7	5.EL.4	Identify and use correct punctuation, including colon to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, and short stories; parentheses; commas in compound sentences; and paragraph indentations.
		5.EL.5	Use correct capitalization.
		5.EL.6	Identify and employ correct usage for <ul style="list-style-type: none"> troublesome verbs (e.g., <i>lie/lay, sit/set, rise/raise</i>); modifiers; and nominative, objective, and possessive pronouns.
	22.6	8.EL.7	Spell correctly, including commonly confused words (<i>its/it's, affect/effect</i>) and irregular plurals (e.g., <i>sheep</i>).
	22.8	8.EL.1	Use varied sentence types and sentence openings to reinforce ideas.

Lesson 10: <i>Writing on Demand</i>	19.23 23.7 23.8 23.10	8.W-E.2	Write coherent multi-paragraph compositions (including compare-and-contrast essays) that <ul style="list-style-type: none"> include a thesis statement, use logical organization, make effective use of detail and rhetorical devices, and include variety in sentence structure and transition sentences to link paragraphs.
	21.1 21.4	8.W-R.6	Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.
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