

## Connecticut Arts Education Curriculum Matrix for English Language Arts

<b>Connecticut English Language Arts Content Areas/Strands/ Grade Level Expectations Grade 8</b>	<b>National Essential Skills Study (NESS) Rankings</b>	<b>CMT</b>	<b>Visual Arts</b>	<b>Dance</b>	<b>Music</b>	<b>Theatre</b>
1. Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence reader’s opinions or actions , e.g., loaded words, exaggeration, emotional words, euphemisms.	E5 E19	L				
2. Use cueing system and context clues to determine meanings of words.	E5	H	✓	✓	✓	✓
3. Evaluate and justify an author’s genre preference.	E37	H	✓	✓	✓	✓
4. Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.	E23 E41	H	✓	✓	✓	✓
5. Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.	E23 E37	M	✓	✓	✓	✓
6. Critique the way in which an author uses a variety of language structures to create an intended effect, e.g., words or phrases from another language, dialect, simile and metaphor.	E37 E38	H	✓	✓	✓	✓
7. Critique an author’s reasoning and use of evidence in an argument or defense of a claim.	E30	H	✓	✓	✓	✓
13. Set goals for reading and develop a reading improvement plan.	E2 E10	L				
14. Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics or strategy charts.	E2 E25	L				