

English Language Arts – First Marking Period

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE**



Reading: Literature	Reading: Informational Text	Language
<p><b>I can</b> make an inference.</p> <p><b>I can</b> use evidence from the text.</p> <p><b>I can</b> use textual evidence to support an analysis.</p> <p><b>I can</b> cite text with the strongest information to support an analysis.</p> <p><b>I can</b> determine a theme.</p> <p><b>I can</b> devise an objective summary of the text.</p> <p><b>I can</b> infer character traits.</p> <p><b>I can</b> use textual clues to determine word meaning.</p> <p><b>I can</b> identify points of view in a text.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band proficiently.</p>	<p><b>I can</b> make an inference.</p> <p><b>I can</b> use evidence from the text.</p> <p><b>I can</b> use textual evidence to support an analysis.</p> <p><b>I can</b> cite text with the strongest information to support an analysis.</p> <p><b>I can</b> determine a theme or central idea.</p> <p><b>I can</b> analyze the development of the theme as the text progresses.</p> <p><b>I can</b> relate the theme to supporting ideas of a text.</p> <p><b>I can</b> devise an objective summary of informational text.</p> <p><b>I can</b> use context clues to determine figurative and connotative meaning.</p> <p><b>I can</b> use textual clues to determine word meaning.</p> <p><b>I can</b> determine the author's purpose in a text.</p> <p><b>I can</b> identify argument(s) and specific claims in a text.</p> <p><b>I can</b> evaluate argument(s) and specific claims in a text.</p> <p><b>I can</b> assess the soundness of an argument or claim in a text.</p> <p><b>I can</b> determine whether evidence to support an argument or claim is relevant and sufficient.</p> <p><b>I can</b> identify fact(s) from author interpretation(s) on a topic.</p> <p><b>I can</b> analyze conflicting information from two or more texts on the same topic.</p> <p><b>I can</b> identify where the texts disagree on matters of fact or interpretation.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently.</p>	<p><b>I can</b> form verbs.</p> <p><b>I can</b> form verbs in the active voice.</p> <p><b>I can</b> form verbs in the passive voice.</p> <p><b>I can</b> use verbs in the active and passive voice.</p> <p><b>I can</b> identify verbs and verb moods.</p> <p><b>I can</b> form verbs in the indicative, imperative and interrogative moods.</p> <p><b>I can</b> form verbs that are conditional and subjunctive.</p> <p><b>I can</b> indicate pause or break with punctuation.</p> <p><b>I can</b> appropriate use coma, ellipses and dash to indicate pause or break.</p> <p><b>I can</b> spell correctly in context.</p> <p><b>I can</b> use ellipses appropriately</p> <p><b>I can</b> use verbs in the active and passive voice to achieve particular effects.</p> <p><b>I can</b> use verbs in the conditional and subjunctive mood to achieve particular effects.</p> <p><b>I can</b> use context clues to determine the meaning of a word or phrase.</p> <p><b>I can</b> define and identify Greek or Latin affixes and roots.</p> <p><b>I can</b> use Greek and Latin roots and affixes as clues to the meaning of a word.</p> <p><b>I can</b> consult print and digital resource material to find the pronunciation, meaning, and part of speech of a word.</p> <p><b>I can</b> verify the inferred meaning of a word in context using a print or online dictionary.</p> <p><b>I can</b> determine relationships between words (e.g. synonym, antonym, analogy).</p> <p><b>I can</b> use word relationships to determine meaning.</p> <p><b>I can</b> use grade-appropriate technique to build vocabulary.</p> <p><b>I can</b> accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>

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## English Language Arts – First Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE



Writing	Speaking and Listening
<p><b>I can</b> define claim(s).</p> <p><b>I can</b> define argument(s).</p> <p><b>I can</b> produce a strong claim(s)/argument(s).</p> <p><b>I can</b> identify opposing claim(s)/argument(s).</p> <p><b>I can</b> define, identify, and use formal writing style.</p> <p><b>I can</b> determine when to use writing styles appropriately.</p> <p><b>I can</b> compose a conclusion that supports the argument presented.</p> <p><b>I can</b> progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>I can</b> use precise language and domain- specific vocabulary.</p> <p><b>I can</b> define narrative techniques.</p> <p><b>I can</b> use narrative techniques.</p> <p><b>I can</b> generate writing with precise words and phrases.</p> <p><b>I can</b> create a conclusion to support narrated experiences or events.</p> <p><b>I can</b> create a conclusion that reflects on the narrated experiences or events.</p> <p><b>I can</b> produce writing with purpose.</p> <p><b>I can</b> produce writing for a particular audience.</p> <p><b>I can</b> use style and organization techniques to write clearly and coherently.</p> <p><b>I</b> produce writing appropriate to task.</p> <p><b>I can</b> use the writing process to develop writing to particular audience (s) and task(s).</p> <p><b>I can</b> incorporate feedback from peers and adults to strengthen writing product.</p> <p><b>I can</b> demonstrate development and strength in writing through the writing process.</p> <p><b>I can</b> apply grade 8 Reading standards to literature to support analysis, reflection, and research while writing.</p> <p><b>I can</b> apply grade 8 Reading standards to literary nonfiction to support analysis, reflection, and research while writing.</p> <p><b>I can</b> write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>I can</b> write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>I can</b> prepare for group discussion.</p> <p><b>I can</b> reference material appropriately during one-on-one and group discussions.</p> <p><b>I can</b> reflect on and build upon others' ideas during group discussion.</p> <p><b>I can</b> clearly express my own ideas within one-on-one and group discussion settings.</p> <p><b>I can</b> follow specific rules for discussions (i.e. collegial discussion rules).</p> <p><b>I can</b> follow rules for decision-making.</p> <p><b>I can</b> track progress towards goals and deadlines.</p> <p><b>I can</b> define and apply individual roles associated with group discussion.</p> <p><b>I can</b> identify a speaker's argument.</p> <p><b>I can</b> describe a speaker's argument and specific claims.</p> <p><b>I can</b> evaluate the validity of a speaker's argument and reasoning.</p> <p><b>I can</b> determine if a speaker has sufficient, relevant evidence to support an argument.</p> <p><b>I can</b> identify irrelevant evidence.</p> <p><b>I can</b> determine when irrelevant evidence is introduced.</p> <p><b>I can</b> present claims and findings.</p> <p><b>I can</b> examine how specific ideas clarify a topic.</p> <p><b>I can</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

## WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE

Reading: Literature	Reading: Informational Text
<p><b>I can</b> use evidence from the text.</p> <p><b>I can</b> use textual evidence to support an analysis.</p> <p><b>I can</b> cite text with the strongest information to support an analysis.</p> <p><b>I can</b> analyze the development of the theme as the text progresses.</p> <p><b>I can</b> relate the theme to the story elements of the text.</p> <p><b>I can</b> devise an objective summary of the text.</p> <p><b>I can</b> infer character traits.</p> <p><b>I can</b> critique dialogue or incidents of a story.</p> <p><b>I can</b> analyze the effect of dialogue or events on story progression.</p> <p><b>I can</b> analyze how story incidents and dialogue reveal aspects of a character.</p> <p><b>I can</b> analyze how specific dialogue or incidents of a story or drama provoke a decision.</p> <p><b>I can</b> use context clues to determine figurative and connotative meaning.</p> <p><b>I can</b> make inferences about the effect OF author's word choices on meaning and tone of a text.</p> <p><b>I can</b> infer and analyze author's word choice.</p> <p><b>I can</b> identify and analyze author's use of literary devices such as analogies, allusions, etc.</p> <p><b>I can</b> identify text structures.</p> <p><b>I can</b> identify points of view in a text.</p> <p><b>I can</b> compare and contrast character and audience point of view(s).</p> <p><b>I can</b> determine how point of view difference(s) contribute to story effects such as suspense or humor.</p> <p><b>I can</b> analyze the similarities and the differences in a filmed or live production of a story or drama and the text or script of the production.</p> <p><b>I can</b> evaluate choices made the director and/or actors in a filmed or live production of a story.</p> <p><b>I can</b> analyze the extent a filmed/live version of a story deviates or remains faithful to the text or script.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band proficiently.</p>	<p><b>I can</b> identify connections and distinctions between people, individuals, ideas, or events in a text.</p> <p><b>I can</b> analyze connections and distinctions between individuals, ideas, or events in a text (e.g. through comparisons, analogies, or categories).</p> <p><b>I can</b> make inferences about the effect of author's word choices on meaning and tone of a text.</p> <p><b>I can</b> infer and analyze author's word choice.</p> <p><b>I can</b> identify and analyze author's use of literary devices such as analogies, allusions, etc.</p> <p><b>I can</b> identify text structures.</p> <p><b>I can</b> evaluate structures within a text, including specific roles of sentences and/or paragraphs.</p> <p><b>I can</b> analyze the contributions text structure has on development of key concepts.</p> <p><b>I can</b> determine the author's purpose in a text.</p> <p><b>I can</b> determine advantages and disadvantages in using different mediums to present an idea or topic.</p> <p><b>I can</b> evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p><b>I can</b> recognize when irrelevant evidence is introduced in a text.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently.</p>

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English Language Arts – Second Marking Period

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE**



Speaking and Listening	Language
<p><b>I can</b> use purposeful questions that connect ideas of several speakers.</p> <p><b>I can</b> use relevant evidence, observations, and ideas to respond to others' questions and comments.</p> <p><b>I can</b> acknowledge others' perspectives and respond appropriately.</p> <p><b>I can</b> modify my views based on new information and/or views provided by my peers.</p> <p><b>I can</b> qualify my views based on new information and/or views provided by my peers.</p> <p><b>I can</b> analyze the purpose of information presented in diverse media and formats.</p> <p><b>I can</b> evaluate the motives behind the presentation of information.</p> <p><b>I can</b> present claims and findings.</p> <p><b>I can</b> emphasize salient points in a focused, coherent manner.</p> <p><b>I can</b> use relevant evidence, detail and sound reasoning to present claims and findings.</p> <p><b>I can</b> examine how specific ideas clarify a topic.</p> <p><b>I can</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>I can</b> explain the function of verbals.</p> <p><b>I can</b> identify verbals.</p> <p><b>I can</b> explain the function of verbals in specific sentences.</p> <p><b>I can</b> spell correctly in context.</p> <p><b>I can</b> use ellipses appropriately.</p> <p><b>I can</b> use verbs in the active and passive voice to achieve particular effects.</p> <p><b>I can</b> use verbs in the conditional and subjunctive mood to achieve particular effects.</p> <p><b>I can</b> define and identify Greek or Latin affixes and roots.</p> <p><b>I can</b> use Greek and Latin roots and affixes as clues to the meaning of a word.</p> <p><b>I can</b> determine relationships between words (e.g. synonym, antonym, analogy).</p> <p><b>I can</b> use word relationships to determine meaning.</p> <p><b>I can</b> distinguish among degrees of synonyms to make the best word choice.</p> <p><b>I can</b> use grade-appropriate technique to build vocabulary.</p> <p><b>I can</b> accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>

Continued. . .

English Language Arts – Second Marking Period

## WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE



### Writing

- I can** compose a conclusion that supports the argument presented.
- I can** clearly introduce a topic.
- I can** use the introduction to preview what is to follow.
- I can** progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.
- I can** use precise language and domain- specific vocabulary.
- I can** establish and maintain a formal style.
- I can** compose a conclusion that supports the information or explanation presented.
- I can** use narrative techniques appropriately to develop experiences, events and/or characters.
- I can** use transition words, phrases and clauses to convey sequence.
- I can** use transition words, phrases and clauses to signal time or setting shifts.
- I can** demonstrate relationships among experiences and events with transition words, phrases and clauses.
- I can** generate writing with precise words and phrases.
- I can** create a conclusion to support narrated experiences or events.
- I can** create a conclusion that reflects on the narrated experiences or events.
- I can** produce writing with purpose.
- I can** produce writing for a particular audience.
- I can** use style and organization techniques to write clearly and coherently.
- I** produce writing appropriate to task.
- I can** use the writing process to develop writing to particular audience (s) and task(s).
- I can** incorporate feedback from peers and adults to strengthen writing product.
- I can** demonstrate development and strength in writing through the writing process.
- I can** apply grade 8 Reading standards to literature to support analysis, reflection, and research while writing.
- I can** apply grade 8 Reading standards to literary nonfiction to support analysis, reflection, and research while writing.
- I can** write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.
- I can** write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE**

Reading: Literature	Reading: Informational Text	Speaking and Listening
<p><b>I can</b> critique dialogue or incidents of a story.</p> <p><b>I can</b> analyze the effect of dialogue or events on story progression.</p> <p><b>I can</b> identify text structures.</p> <p><b>I can</b> analyze the contributions text structure has on text meaning and style.</p> <p><b>I can</b> compare and contrast text structures.</p> <p><b>I can</b> analyze how differing structures of texts influence meaning and style.</p> <p><b>I can</b> analyze how a modern work of fiction integrates themes, patterns of events, or character types from myths, traditional stories or religious works.</p> <p><b>I can</b> determine and/or describe how modern work or fiction material is rendered new.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band proficiently.</p>	<p><b>I can</b> analyze the author's acknowledgement of counter arguments.</p> <p><b>I can</b> evaluate the author's response to conflicting evidence/viewpoints.</p> <p><b>I can</b> determine advantages and disadvantages in using different mediums to present an idea or topic.</p> <p><b>I can</b> evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently.</p>	<p><b>I can</b> use purposeful questions that connect ideas of several speakers.</p> <p><b>I can</b> use relevant evidence, observations, and ideas to respond to others' questions and comments.</p> <p><b>I can</b> modify my views based on new information and/or views provided by my peers.</p> <p><b>I can</b> qualify my views based on new information and/or views provided by my peers.</p> <p><b>I can</b> use elements of public speaking appropriately: eye contact, volume, and pronunciation while speaking to a group.</p> <p><b>I can</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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## English Language Arts – Third Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE



Writing	Language
<p><b>I can</b> locate sources.</p> <p><b>I can</b> determine accuracy and credibility of sources.</p> <p><b>I can</b> use evidence from sources to support a claim</p> <p><b>I can</b> define and identify appropriate transitions for an argument.</p> <p><b>I can</b> use words, phrases and clauses appropriately to strengthen my argument.</p> <p><b>I can</b> utilize words, phrases, and clauses to create cohesion.</p> <p><b>I can</b> clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>I can</b> use categories to organize ideas, concepts and information.</p> <p><b>I can</b> progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>I can</b> use appropriate and varied transitions to create cohesion.</p> <p><b>I can</b> use appropriate and varied transitions to clarify relationships among ideas and concepts.</p> <p><b>I can</b> use precise language and domain- specific vocabulary.</p> <p><b>I can</b> engage readers of my writing.</p> <p><b>I can</b> establish a context and point of view.</p> <p><b>I can</b> create and introduce a narrator and/or characters.</p> <p><b>I can</b> generate writing with precise words and phrases.</p> <p><b>I can</b> produce writing with relevant descriptive details.</p> <p><b>I can</b> create a conclusion to support narrated experiences or events.</p> <p><b>I can</b> create a conclusion that reflects on the narrated experiences or events.</p> <p><b>I can</b> apply grade 8 Reading standards to literature to support analysis, reflection, and research while writing.</p> <p><b>I can</b> apply grade 8 Reading standards to literary nonfiction to support analysis, reflection, and research while writing.</p> <p><b>I can</b> write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>I can</b> write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>I can</b> identify appropriate shifts in verb voice and mood.</p> <p><b>I can</b> correct inappropriate shifts in verb voice and mood.</p> <p><b>I can</b> spell correctly in context.</p> <p><b>I can</b> use ellipses appropriately.</p> <p><b>I can</b> use verbs in the active and passive voice to achieve particular effects.</p> <p><b>I can</b> use verbs in the conditional and subjunctive mood to achieve particular effects.</p> <p><b>I can</b> define and identify Greek or Latin affixes and roots.</p> <p><b>I can</b> use Greek and Latin roots and affixes as clues to the meaning of a word.</p> <p><b>I can</b> explain figurative language (e.g. verbal irony, puns, etc.) in context.</p> <p><b>I can</b> determine relationships between words (e.g. synonym, antonym, analogy).</p> <p><b>I can</b> use word relationships to determine meaning.</p> <p><b>I can</b> distinguish among the connotations of words that have the same denotation.</p> <p><b>I can</b> use grade-appropriate technique to build vocabulary.</p> <p><b>I can</b> accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE**

Reading: Literature	Reading: Informational Text
<p><b>I can</b> analyze how a modern work of fiction integrates themes, patterns of events, or character types from myths, traditional stories or religious works.</p> <p><b>I can</b> determine and/or describe how modern work or fiction material is rendered new.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literature at the high end of grade 8 text complexity band proficiently.</p>	<p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><b>I can</b> read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently</p>
	<p><b>Language</b></p>
Speaking and Listening	
<p><b>I can</b> use elements of public speaking appropriately: eye contact, volume, and pronunciation while speaking to a group.</p> <p><b>I can</b> create and use visual and multimedia components to demonstrate understanding.</p> <p><b>I can</b> examine how specific ideas clarify a topic.</p> <p><b>I can</b> integrate visual displays and multimedia into presentations to strengthen claims and evidence.</p> <p><b>I can</b> integrate visual displays and multimedia into presentation to add interest.</p> <p><b>I can</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>I can</b> spell correctly in context.</p> <p><b>I can</b> use ellipses appropriately.</p> <p><b>I can</b> use verbs in the active and passive voice to achieve particular effects.</p> <p><b>I can</b> use verbs in the conditional and subjunctive mood to achieve particular effects.</p> <p><b>I can</b> explain figurative language (e.g. verbal irony, puns, etc.) in context.</p> <p><b>I can</b> distinguish among the connotations of words that have the same denotation.</p> <p><b>I can</b> use grade-appropriate technique to build vocabulary.</p> <p><b>I can</b> accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>



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English Language Arts – Fourth Marking Period

## WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 8TH GRADE



### Writing

**I can** incorporate formatting, graphics, and multimedia to advance comprehension as necessary.

**I can** use categories to organize ideas, concepts and information.

**I can** progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.

**I can** use precise language and domain- specific vocabulary.

**I can** utilize precise language and domain-specific vocabulary to inform about or explain the topic.

**I can** naturally and logically develop and organize sequence of events.

**I can** generate writing with precise words and phrases.

**I can** utilize sensory language appropriately.

**I can** capture action and convey experiences and events.

**I can** use technology (i.e., the internet) to create and publish writing.

**I can** use technology to present relationships between information and ideas efficiently.

**I can** use technology to interact and collaborate with others.

**I can** define and use search terms effectively.

**I can** compile relevant information from multiple print and digital sources.

**I can** assess credibility and accuracy of sources used for research.

**I can** define and avoid plagiarism.

**I can** use standard format (e.g., APA, MLA) for citation(s).

**I can** quote and paraphrase data and conclusions from sources while avoiding plagiarism.

**I can** apply grade 8 Reading standards to literature to support analysis, reflection, and research while writing.

**I can** apply grade 8 Reading standards to literary nonfiction to support analysis, reflection, and research while writing.

**I can** write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

**I can** write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.