



I Can...

Reading Literature

- determine the theme of a text.
- determine the main idea of a text.
- analyze the development of a theme over the course of a text.
- analyze the theme's relationship to characters.
- analyze the theme's relationship to setting.
- analyze the theme's relationship to the plot.
- provide an objective summary of the text.
- compare the structure of two or more texts.
- contrast the structure of two or more texts.
- analyze the differing structure of the meaning and style in each text.

Reading Informational Text

- cite textual evidence of what the text explicitly says.
- cite textual evidence from inferences drawn from the text.
- analyze how a text makes connections between individuals, ideas, or events (through comparisons, analogies, or categories.)
- analyze how a text makes distinctions between individuals, ideas, or events (through comparisons, analogies, or categories.)

Writing

- write an informative/explanatory text.
- examine (explore) a topic.
- convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- introduce a topic, previewing what is to follow.
- organize ideas, concepts, and information into broader categories.
- include formatting, graphics, and multimedia when useful to comprehension.
- develop the topic with well-chosen facts, definitions, details, quotations, or other information and examples.
- use appropriate and varied transitions to create cohesion.
- clarify relationships among ideas and concepts.
- use precise language in inform or explain the topic.
- use domain specific vocabulary to inform or explain the topic.
- establish formal style.
- maintain formal style.
- provide a concluding statement or section that follows from and supports the information or explanation presented.
- use technology, including the Internet to produce and publish writing.
- use technology, including the Internet to present relationships between information and ideas efficiently.
- use technology, including the Internet to interact and collaborate with others.
- conduct short research projects to answer a question, even a self-generated question.
- conduct short research projects using several sources.
- generate additional related, focused questions that allow for multiple strategies to find information.



Speaking and Listening

- engage in a range of collaborative discussions with many partners on grade 8 topics, texts, and issues.
- build on others' ideas with many partners on grade 8 topics, texts, and issues.
- express my ideas clearly with many partners on grade 8 topics, texts, and issues.
- come to discussions prepared having read or researched material under study.
- draw (explicitly) on that preparation by referring to evidence on the topic, text, or issue.
- probe ideas under discussion.
- reflect on ideas under discussion.
- follow rules for cooperative discussions and decision making.
- track progress toward specific goals and deadlines.
- define individual roles as needed.
- pose(ask) questions that connect the ideas of several speakers.
- respond to others' questions and comments with relevant evidence, observations, and ideas.
- acknowledge new information expressed by others.
- justify my own views in response to the evidence presented.
- present claims emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and details.
- present findings emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and details.
- use appropriate eye contact.
- use adequate volume.
- use clear pronunciation.

Language

- demonstrate my knowledge of the rules of standard English grammar and usage.
- explain the function of verbals (gerunds, participles, infinitives) in general and their function in sentences.
- form verbs in active and passive voice.
- use verbs in active and passive voice.
- form verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- recognize inappropriate shifts in verb voice and mood.
- correct inappropriate shifts in verb voice and mood.
- demonstrate my knowledge of the rules of standard English for capitalization when writing.
- demonstrate my knowledge of the rules of standard English for punctuation (comma, ellipsis, dash) to indicate a pause, break, or mission.
- demonstrate my knowledge of the rules of standard English for spelling, by spelling correctly when writing.
- acquire grade-appropriate general academic and domain-specific words and phrases.
- correctly use grade-appropriate general academic and domain-specific words and phrases.
- gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.