

# 8<sup>th</sup> Grade English Language Arts

## Reading

-Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

| Power Standards   | Learning Targets  |
|---|---|
| <b>Key Details (R.1-3)</b><br>Students read closely to determine what is explicit and implicit, using textual evidence to determine, summarize, and analyze central ideas | <ul style="list-style-type: none"><li>• <b>R.8.1:</b> I can use information from the text to support its main ideas – both those that are stated directly and those that are suggested.</li><li>• <b>R.8.2:</b> I can define a text's theme, or main idea, by analyzing its relationship to the characters, setting, and plot (supporting details), as well as how it unfolds (progresses) throughout the text and summarize the main idea of the text as a whole</li><li>• <b>R.8.3:</b> I can analyze how specific events or lines of dialogue in a story or drama move the action forward to show things about the characters.</li></ul> |
| <b>Craft and Structure (R.4-6)</b><br>Students interpret and analyze word choice, structure, point of view, and purpose of text   | <ul style="list-style-type: none"><li>• <b>R.8.4:</b> I can analyze specific words, phrases, and patterns of sound in the text to determine what they mean and how they contribute to the text's larger meaning.</li><li>• <b>R.8.5:</b> I can compare and contrast the forms of two or more texts and analyze how those forms contribute to meaning and style.</li><li>• <b>R.8.6:</b> I can analyze how differences between the points of view of characters and readers create effects like suspense or humor.</li></ul>   |
| <b>Integration of Knowledge and Ideas (R.7-10)</b><br>Students integrate and evaluate arguments and claims from a variety of sources, determining validity and relevance  | <ul style="list-style-type: none"><li>• <b>R.8.7:</b> I can compare and contrast how events and information are presented in a text and a filmed or live production of the text.</li><li>• <b>R.8.8:</b> (not applicable to literature)</li><li>• <b>R.8.9:</b> I can recognize and analyze how an author draws from and uses historical source material.</li></ul>   |

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## Writing

- Students can produce effective and well-grounded writing for a range of purposes and audience
- Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information

| Power Standards   | Learning Targets   |
|---|--|
| <p><b>Text Types and Purposes (W.1-3)</b><br/>Students write clear, well-organized, and developed argumentative, informative/explanatory, and narrative texts</p> <p><b>Production and Distribution of Writing (W.4-6)</b><br/>Students use the steps of the writing process (planning, revising, editing, and rewriting), utilizing technology to produce and publish text</p> <p><b>Research to Build and Present Knowledge (W.7-9)</b><br/>Students gather information from a variety of sources, determining credibility and accuracy of each source, to demonstrate understanding of a subject</p> | <ul style="list-style-type: none"><li>• <b>W.8.1:</b> I can write and develop arguments with clear reasons and strong evidence.</li><li>• <b>W.8.2:</b> I can write clear, well-organized, and thoughtful informative and explanatory texts.</li><li>• <b>W.8.3:</b> I can write clear, well-structured, detailed, narrative texts.</li><li>• <b>W.8.4:</b> I can produce writing that is appropriate to the task, purpose, and audience for whom I am writing.</li><li>• <b>W.8.5:</b> With help from peers and adults, I can revise and refine my writing to address what is most important for the purpose and audience.</li><li>• <b>W.8.6:</b> I can use technology to share my writing and to provide links to other relevant information.</li><li>• <b>W.8.7:</b> I can conduct short research projects to answer a question using multiple sources and generating topics for further research.</li><li>• <b>W.8.8:</b> I will effectively conduct searches to gather information from different sources and assess the strength of each source, following a standard format for citation.</li><li>• <b>W.8.9:</b> I will paraphrase, summarize, quote, and cite primary and secondary sources to support my analysis, reflection and research.</li></ul> |

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## Speaking and Listening:

-Students can employ effective speaking and listening skills for a range of purposes and audiences

| Power Standards  | Learning Targets  |
|--|---|
| <p><b>Comprehension and Collaboration (S.L. 1-3)</b><br/>Students prepare for, participate, and collaborate in a range of conversations with diverse partners, integrating and evaluating information from a variety of sources</p> <p><b>Presentation of Knowledge of Ideas (S.L. 4-6)</b><br/>Students present information and supporting evidence, at times using digital media and visual displays, adapting speech to a variety of contexts and tasks</p> | <ul style="list-style-type: none"><li>• <b>SL.8.1:</b> I can actively participate in a variety of discussions.</li><li>• <b>SL.8.2:</b> I can analyze the purposes of and reasons for presenting information in different media and formats.</li><li>• <b>SL.8.3:</b> I can evaluate a speaker's argument and identify any false reasoning or evidence.</li><br/><li>• <b>SL.8.4:</b> I can organize and present information to my listeners in a logical sequence and engaging style that is appropriate to my task and audience.</li><li>• <b>SL.8.5:</b> I can use digital media to enhance and add interest to presentations.</li><li>• <b>SL.8.6:</b> I will adapt the formality of my speech appropriately.</li></ul> |

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## Language:

-Students can utilize language to communicate effectively for a range of purposes and audiences and to comprehend a range of increasingly complex literary and informational texts

| Power Standards   | Learning Targets  |
|---|---|
| <p><b>Conventions of Standard English (L.1-2)</b><br/>Students demonstrate a command of conventions when speaking (grammar and usage) or writing (capitalization, punctuation, and spelling)</p> <p><b>Knowledge of Language (L.3)</b><br/>Students apply an understanding of how language works in different contexts</p> <p><b>Vocabulary Acquisition and Use (L.4-6)</b><br/>Students can identify the meaning of words through context and supplemental reference material and can identify and use a variety of literary terms and subject specific language</p> | <ul style="list-style-type: none"><li>• <b>L.8.1:</b> I can correctly understand and use the conventions of English grammar and usage.</li><li>• <b>L.8.2:</b> I will correctly use the conventions of English capitalization, punctuation, and spelling.</li><li>• <b>L.8.3:</b> I can apply my knowledge of language in different contexts.</li><li>• <b>L.8.4:</b> I can understand the meaning of grade-level appropriate words and phrases.</li><li>• <b>L.8.5:</b> I can understand figurative language, word relationships, and slight differences in word meanings.</li><li>• <b>L.8.6:</b> I can learn and use grade-appropriate vocabulary.</li></ul> |