



Eighth Grade Reading

- We can adjust our reading rate based on purpose, text difficulty, form, and style.
- We are using the new words that we are learning. We are increasing our vocabulary.
- We listen to, read, and discuss familiar and challenging text.
- We can use context clues to discover meanings of unfamiliar words.
- We can categorize key vocabulary and identify salient features.
- We can relate new vocabulary to familiar words.
- We can distinguish denotative and connotative meanings of words.
- We can identify and understand the meanings of advanced prefixes, suffixes, and root words.
- We are learning the meanings of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
- We are learning advanced word/phrase relationships and their meanings.
- We can determine the correct meaning of words with multiple meanings in context.
- We can determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.
- We can make and confirm predictions of content, purpose, and organization of a reading selection using our background knowledge of subject and related content areas, prereading strategies, graphic representations, and our knowledge of text structure.
- We can analyze the author's purpose and/or perspective in various texts and understand how they effect meaning.
- We can determine the main idea or essential message in a text through inferring, paraphrasing, summarizing, and identifying the relevant details.
- We can identify cause-and-effect relationships in a text.
- We can analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in a text.
- We can analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections.
- We can compare and contrast elements in multiple texts (e.g., setting, characters, problems).
- We are learning various ways to repair comprehension when self-monitoring indicates confusion.
- We are learning to repair comprehension using rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- We are learning to identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.
- We are learning to locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements in a variety of fiction.
- We can locate and analyze how various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure contribute to the mood and meaning in poetry.
- We can identify and analyze universal themes and symbols across genres and historical periods, and explain their significance.
- We can develop an interpretation of a selection around several clear ideas, premises, or images, developing and justifying the interpretation through sustained used of examples and contextual evidence.
- We can compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.
- We can locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in various literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from the text to support the analysis.
- We can explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.





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- We can identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts.
- We continue to build a core foundation of knowledge by selecting a balance of fictional materials to read (e.g., novels, historical fiction, mythology, poetry) based on interest and recommendations of others.
- We recognize the value of our knowledge in making us a fully functional literate member of a shared culture.
- We can find, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).
- We can synthesize and use information from the text to state the main idea or provide relevant details.
- We can organize information to show our understanding or relationships among facts, ideas, and events (i.e., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
- We can identify and analyze the characteristics of various types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts).
- We continue to build a core foundation of knowledge by selecting a balance of non-fictional materials to read (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) based on interest and recommendations of others.
- We recognize the value of our knowledge in making us a fully functional literate member of a shared culture.





Eighth Grade Writing

- We are learning to prewrite by creating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based on teacher-directed topics and personal interests.
- We are learning to prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion.
- We are learning to prewrite using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- We can write a draft by developing ideas from the pre-writing plan using primary and secondary sources appropriate to purpose and audience.
- We can prepare a draft by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.
- We can prepare a draft by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.
- We are learning to revise our writing by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.
- We are learning to create clarity and logic in our writing by maintaining central theme, idea, or unifying point and developing relationships among ideas.
- We are learning to create precision and interest in our writing by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), by using a variety of sentence structures.
- We are learning to create precision and interest in our writing by creative language devices, and by modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
- We are learning to revise our writing by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- We can edit our writing for correct spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of root words and using a dictionary, thesaurus, or other resources as necessary.
- We can edit our writing for correct capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant).
- We can edit our writing for correct punctuation, including commas, colons, semicolons, quotation marks, and apostrophes.
- We can edit our writing for the correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement.
- We can edit our writing for correct subject/verb agreement, and for correct noun/pronoun agreement.
- We can write a final product in a format appropriate to audience and purpose (e.g., manuscript, multimedia) using technology.
- We can share our writing with an intended audience.
- We can write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution) and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions).
- We include well chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters) to improve our writing.
- We can write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.
- We can write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions).
- We can record information (e.g., observations, notes, lists, charts, legends) related to a topic. We can organize and record information, as appropriate, and attribute sources of information.

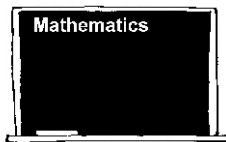




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- We can write specialized informational/expository essays (e.g., process, description, explanation, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs.
- We can write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
- We can write a variety of formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature.
- We can write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.
- We are learning to write text that is used to influence the reader. We are learning to establish a controlling idea, and to develop supporting arguments for the validity of the proposed idea with detailed evidence.
- We can write persuasive text (e.g., advertisement, speech, essay, public service announcement) using persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).
- We use fluent and legible handwriting skills.
- We can demonstrate effective listening skills and behaviors for various purposes, and we can show our understanding by paraphrasing and/or summarizing.
- We can use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.
- We can select and use a variety of creative oral language techniques (e.g., connotation, denotation, hyperbole, understatement) for clarity and effect.
- We can research, organize, and effectively deliver speeches to entertain, inform, and persuade.
- We can demonstrate our choice of language, use of body language, eye contact, gestures, and appropriate use of graphics and available technology in our deliver of speeches.
- We can explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.
- We can use information from various consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision.
- We can create a technical manual or solve a problem.
- We can select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher) to assess the appropriateness of resources.
- We can assess, organize, synthesize and evaluate the validity and reliability of information in a text, using various techniques by examining several sources of information, including both primary and secondary sources.
- We can write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used.
- We understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
- We can analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media.
- We can demonstrate our ability to select and ethically use print and nonprint media for use in the development of a formal presentation. We select media that is appropriate for the purpose, occasion, and audience.
- We can distinguish between propaganda and ethical reasoning strategies in print and nonprint media.
- We can use appropriate technologies to improve communication and achieve a purpose (e.g., video, digital technology).
- We can select and use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.





Eighth Grade Mathematics

- We can create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range and the difference between discrete and continuous data.
- We can interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem.
- We can use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations.
- We can identify the solution to a system of linear equations using graphs.
- We can translate among verbal, tabular, graphical and algebraic representations of linear functions.
- We can compare the graphs of linear and non-linear functions for real-world situations.
- We can use similar triangles to solve problems that include height and distances.
- We can classify and determine the measure of angles, including angles created when parallel lines are cut by transversals.
- We can demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles, and the sum of the angles in polygons.
- We can validate and apply the Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.
- We can select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information. We can make conjectures about possible relationships from data displays.
- We can determine and describe how changes in data values impact measures of central tendency.
- We can solve literal equations for a specified variable.
- We can solve and graph one- and two-step inequalities in one variable.
- We can compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions.
- We can use our knowledge of units of measure and dimensions including temperature, area, volume, and derived units to solve problems.
- We can use our knowledge of exponents and scientific notation to write large and small numbers and in the solving of problems.
- We can make reasonable approximations of square roots and mathematical expressions that include square roots. We can use our approximations of square roots in estimating solutions to problems and to compare mathematical expressions involving real numbers and radical expressions.
- We can simplify real number expressions using the laws of exponents.
- We can perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers).
- We can use our knowledge of integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers to solve multi-step and real world problems.

