

## “I Can” Statements-Ohio 8<sup>th</sup> Grade Language Arts Common Core

### Literature:

- I can define textual evidence (a “word for word” support format). (K)
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (R)
- I can read closely and find answers explicitly in text (the right answers) and answers that require an inference. (S)
- I can analyze an author’s words and determine the textual evidence that most strongly supports both implicit and inferential questions (R)
- I can define theme (K)
- I can analyze plot (R)
- I can determine how key events, character’s actions and interactions, and setting develop over the course of the text to contribute to the theme. (R)
- I can define summary (K)
- I can compose an object summary stating the keys points of the text without adding my own opinions or feelings. (P)
- I can identify particular lines of dialogue in a story or drama that propel action, reveal aspects of a character, or provoke a decision. (K)
- I can analyze how a particular line of dialogue in a story or drama propels the action (R)
- I can analyze how a particular line of dialogue in a story or drama reveals aspects of a character. (R)
- I can analyze how a particular line of dialogue in a story or drama provokes a decision. (R)
- I can identify particular incidents in a story or drama that propel the action, reveal aspects of a character, or provoke a decision. (K)
- I can analyze how a particular incident in a story or drama propels the action. (R)
- I can analyze how a particular incident in a story or drama reveals aspects of the character. (R)
- I can analyze how a particular incident in a story or drama provokes a decision. (R)
- I can recognize how making a change to one line of dialogue or one incident of a story or drama could affect the actions, aspects of a character, or decisions. (R)
- I can define and identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, assonance and onomatopoeia.) (K)
- I can distinguish between literal language and figurative language. (K)
- I can recognize the difference between denotative meanings and connotative meanings. (K)
- I can analyze why authors choose specific words to evoke a particular meaning or tone. (K)
- I can define and identify analogies and allusions. (K)
- I can analyze why authors choose to include particular analogies and/or allusions. (K)
- I can compare (analyze the similarities) and contrast (analyze the differences) the structures found in two or more texts. (R)
- I can analyze the differing structures of two or more texts and determine how the differences affect the overall meaning and style of each text. (R)
- I can infer why an author chose to present his/her text using a particular structure. (R)
- I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions and spoken words. (K)
- I can recognize how the points of view of characters and audience or reader can be different. (K)

- I can identify the different points of view (e.g., 1<sup>st</sup> person, 2<sup>nd</sup> person, 3<sup>rd</sup> person limited, 3<sup>rd</sup> person omniscient). (K)
- I can analyze how differing points of view can create various effects (e.g., dramatic irony, humor and/or suspense). (R)
- I can compare (analyze the similarities) and contrast (analyze the differences) a filmed or live production of a story or drama and the original text or script. (R)
- I can identify various techniques (e.g., lighting, camera angles) used in a filmed or live production of a story or drama. (K)
- I can analyze how various techniques used in a filmed or live production of a drama can add to or change the experience of the audience. (R)
- I can evaluate why directors choose to stay faithful or depart from a text and/or script. (R)
- I can identify themes, patterns of events, or characters from myths, traditional stories or religious works that are found in modern works of fiction. (K)
- I can compare and contrast traditional themes, events or characters to modern interpretations of the same themes, events or characters. (R)
- I can analyze and describe how authors of modern works of fiction draw on traditional themes, events, or characters and render them new. (R)
- I can recognize if the text I am reading is too easy or too difficult for me. (K)
- I can determine reading strategies that will help me comprehend difficult texts. (S)

### **Informational Text:**

- I can define textual evidence (“word for word” support) (K)
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (R)
- I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)
- I can analyze an author’s words and determine the textual evidence that most strongly supports both explicit and inferential questions. (R)
- I can define central idea (main point in a piece of writing). (K)
- I can determine how an author’s use of details conveys two or more central ideas in a text (R)
- I can analyze how supporting ideas contribute to the development of central ideas over the course of a text. (R)
- I can define summary. (K)
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. (P)
- I can explain how the individuals, events, and/or ideas in a text affect one another. (K)
- I can analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies or categories. (R)
- I can define and identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, assonance and onomatopoeia.) (K)
- I can distinguish between literal language and figurative language. (K)
- I can recognize the difference between denotative meanings and connotative meanings. (K)
- I can recognize words that have technical meaning and understand their purpose in a specific text. (R)

- I can analyze why authors choose words and phrases, including analogies and allusions, to set the tone and create an overall meaning and mood for the reader. (R)
- I can analyze structures of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. (R)
- I can analyze and explain how the role of particular sentences (e.g., topic sentence, supporting detail) helps to develop and refine the author’s key concept. (R)
- I can define point of view as how the author feels about the situation/topic of a text. (K)
- I can determine an author’s point of view and explain his/her purpose for writing the text. (R)
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (R)
- I can explain how informational text is presented in different mediums (e.g. audio, video, multimedia.) (K)
- I can analyze a particular topic or idea and explore how authors use different mediums of presentation. (R)
- I can evaluate the advantages and disadvantages of presenting a topic or idea in different mediums. (R)
- I can identify the side of an argument an author presents in a text. (K)
- I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written.). (R)
- I can identify claims that are supported by fact(s) and those that are opinion(s). (R)
- I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence) to his/her argument. (R)
- I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim. (R)
- I can recognize how two or more texts can provide conflicting information on the same topic. (K)
- I can analyze how authors interpret and emphasize different evidence when writing about the same topic. (R)
- I can how two or more texts communicate the same topic. (R)
- I can contrast how two or more texts communicate the same topic. (R)
- I can identify where two or more texts on the same topic disagree on matters of fact or interpretation. (R)
- I can describe how one author’s interpretation of a topic can be different from another author’s depending on how the facts are interpreted. (R)
- I can recognize when the text I am reading is too easy or too difficult for me. (K)
- I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts. (S)

### **Writing:**

- I can identify a topic that causes or has caused a debate in society. (K)
- I can choose a side of the argument and identify reasons that support my choice. (R)
- I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source. (R)
- I can support my argument with textual evidence (“word for word” support) found in credible sources. (R)

- I can acknowledge counterclaims (opposing claims) in my argument. (K)
- I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. (P)
- I can select a topic and identify and gather relevant information (e.g., well-chosen facts, definitions, details, quotations, examples) to share with my audience. (R)
- I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best. (K)
- I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure(s). (R)
- I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another, and a concluding statement/section that supports the information presented. (P)
- I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action and resolution. (K)
- I can engage the reader by introducing the narrator (first, second or third person point of view), characters, setting, and the event that starts the story in motion. (S)
- I can use narrative techniques (dialogue, pacing, description and reflection) to develop a storyline where one event logically leads to another. (S)
- I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events (create mind pictures). (S)
- I can signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events. (S)
- I can write a logical conclusion that reflects on the experiences/events and provides sense of closure (ties up all the loose ends and leave the reader satisfied). (P)
- I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose and audience. (K)
- I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. (S)
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (P)
- I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (S)
- I can recognize that a well-developed piece of writing requires more than one draft. (K)
- I can apply revision strategies (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. (S)
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling, etc. (S)
- I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. (S)
- I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. (S)
- I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (R)
- I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me compose, edit and publish my writing. (K)

- I can determine the most efficient technology medium for presenting the relationships between information and ideas (e.g. connecting information I have gathered and my own ideas). (S)
- I can use technology to produce and publish my writing. (S)
- I can collaborate with peers, teachers, and other experts through technology to enhance my writing. (S)
- I can define research and distinguish how research differs from other types of writing. (K)
- I can focus my research around a central question that is provided or determine my own research worthy question. (S)
- I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedias) and gather information to answer my research question. (R)
- I can analyze the information found in my sources and determine if it provides enough support to answer my question. (R)
- I can create additional focused questions that relate to my original topic and allow for further investigation. (P)
- I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. (R)
- I can use search terms effectively to gather information needed to support my research. (S)
- I can define plagiarism (using someone else's words/ideas as my own). (K)
- I can determine when my research data or facts must be quoted (directly stated-"word for word") in my writing. (R)
- I can avoid plagiarism by paraphrasing (putting into my own words) and/or summarizing my research finding. (S)
- I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing. (K)
- I can define textual evidence ("word for word" support). (K)
- I can determine textual evidence that supports my analysis, reflection, and/or research. (R)
- I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (P)
- I can recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. (K)
- I can determine a writing format/style to fit my task, purpose, and/or audience. (R)
- I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/convey and experience. (P)

### **Speaking and Listening:**

- I can review and/or research the material(s) to be discussed and determine key points and/or central ideas. (R)
- I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. (P)
- I can define the roles and rules necessary for collaborative discussion. (K)
- I can come prepared with key points and textual evidence to contribute to a discussion. (S)

- I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. (S)
- I can track the progress of a discussion and recognize when the discussion is getting off topic. (S)
- I can make relevant observations and use my ideas and comments to further the discussion. (S)
- I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), and justify my own views based on evidence introduced by others. (S)
- I can identify various purposes (to inform, to persuade, to describe, to convey an experience) for presenting information to a reader or audience. (K)
- I can analyze the information presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches) to determine the purpose of the presentation. (R)
- I can evaluate the motives behind various presentations. (R)
- I can identify the side of an argument a speaker presents. (K)
- I can determine the credibility of a speaker and his/her purpose. (R)
- I can identify claims that are supported by fact(s) and those that are opinions. (K)
- I can evaluate if a speaker's argument is reasonable (sound) using evidence he/she provides to support his/her claims. (R)
- I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim. (K)
- I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument. (R)
- I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings. (S)
- I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details. (S)
- I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. (P)
- I can identify the parts of my presentation, including claims and evidence; that could use clarification, strengthening, and/or visual display to improve my presentation. (S)
- I can integrate appropriate media component or visual display to improve my presentation.
- I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal). (K)
- I can determine speaking tasks that will require a formal structure. (R)
- I can compose a formal speech that demonstrates command of grade 8 language standards. (P)

### Language:

- I can define and identify gerund (a verb that ends in -ing and is used as a noun), participle (a verb that is used as an adjective), and infinitive (forms from the word together with the base form of a verb; often used as a noun in a sentence). (K)
- I can explain the function of gerunds, participles and infinitives. (K)
- I can explain the difference between verbs in the active voice (the subject performs the action of the verb) and the passive voice (the subject receives the action of the verb). (K)

- I can create sentences with verbs in the active voice (e.g. The cat scratched Allison.) and in the passive voice (e.g., Allison was scratched by the cat). (P)
- I can explain the difference between verbs in the indicative mood (verbs are used to express facts or opinions), imperative mood (verbs are used to give orders or make requests), interrogative mood (verbs are used to ask questions), conditional mood (verbs are used to express uncertainty), and subjunctive mood (verbs are used to describe a state contrary to fact). (K)
- I can create sentences with verbs in the indicative mood (e.g., Angie closes the door.), imperative mood (e.g., Close the door, Angie!) interrogative mood (e.g., Angie will you close the door?), conditional mood (e.g., Angie might close the door.), and subjunctive mood (e.g., If Angie closes the door, a window may open.). (P)
- I can identify and correct inappropriate shifts in verb voice (e.g., Whenever Tara sang, our dog barks loudly. SHOULD BE Whenever Tara sings, our dog barks loudly.) (S)
- I can identify and correct inappropriate shifts in verb mood (e.g., was vs. were). (S)
- I can determine when to capitalize words. (K)
- I can determine when to use a comma or commas to indicate pause or a break. (R)
- I can determine when to use an ellipsis to indicate a pause or a break (e.g., a pause or break in the flow of a sentence). (R)
- I can determine when to use a dash or dashes to indicate a pause or a break (e.g., to show a sudden break or change in thought or speech). (S)
- I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence. (S)
- I can identify misspelled words and use resources to assist me in spelling correctly. (K)
- I can explain the difference between verbs in the active voice ( the subject performs the action of the verb) and the passive voice (the subject receives the action of the verb). (K)
- I can create sentences with verbs in the active voice and in the passive voice to achieve a particular effect. (P)
- I can explain the difference between verbs in the conditional mood and subjunctive mood. (K)
- I can create sentences with verbs in the conditional mood and subjunctive mood to achieve a particular effect. (P)
- I can infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, restatements, examples found in surrounding text). (R)
- I can recognize and define common Greek and Latin affixes and roots (units of meaning). (K)
- I can break down unknown words into units of meaning to infer the definition of the unknown word. (R)
- I can verify my inferred meaning of an unknown word by consulting general and specialized reference materials (e.g., dictionaries, thesauruses, glossaries). (K)
- I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)
- I can distinguish between literal language (it means exactly what it says) and figures of speech (sometimes what you say is not exactly what you mean). (K)
- I can recognize word relationships and use the relationships to further understand multiple words (e.g., sympathetic/apathetic). (S)
- I can recognize the difference between denotative meanings (the dictionary definition) and connotative meanings (some words carry feeling). (K)
- I can analyze how certain words and phrases that have similar denotations can have very different connotations. (R)

- I can recognize the difference between general academic words and phrases (Tier 2 words are subtle or precise ways to say relatively precise things e.g., *saunter* instead of *walk*, Tier 3 words are often specific to content knowledge, e.g., *lava*, *legislature*). (K)
- I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression. (S)