

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A) (B) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	-Define textual evidence. -Analyze an author’s words and tell the textual evidence that supports the explicit and the inferences.	<ul style="list-style-type: none"> • Textual evidence • Inferences
	2. (A) (B) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	-Identify the theme (central idea) and analyze its development through characters, setting, and plot. -Write an objective summary of the text.	<ul style="list-style-type: none"> • Objective summary
	3. (A) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (B) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	-Identify how particular lines in a story propels the action, reveals aspects of the character or provokes a decision. -Identify how incidents in a story propels the action, reveals aspects of the character or provokes a decision. -Explain how a text makes connections among and distinctions between individuals, ideas, or events.	<ul style="list-style-type: none"> • Incidents • Dialogue • Connections • Analogies
	4. (A) (B) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Identify figurative and connotative meanings in a text. -Analyze the impact of word choices on the tone of a text. -Define and identify analogies and allusions in a to other texts.	<ul style="list-style-type: none"> • Figurative • Connotative • Analogies • Allusions

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Reading: Literature (A)/Informational Text (B)	5. (A) Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (B) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	-Compare and contrast the structure of two or more texts and explain how the structure affects the meaning and style. -Identify a specific paragraph and sentence that helps to develop a key concept.	<ul style="list-style-type: none"> • Key concept
	6. (A) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (B) Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	-Show how different points of view of the characters can create different effects such as suspense or humor. -Identify the author’s point of view and explain any responses to conflicting evidence or viewpoints.	<ul style="list-style-type: none"> • Point of view
	7. (A) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (B) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	-Identify the similarities and the differences in the same story that is written, filmed or on stage. -Evaluate the advantages and disadvantages of using different mediums to present a topic or idea.	<ul style="list-style-type: none"> • Evaluate mediums
	8. (A) Not applicable to literature) (B) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Examine and evaluate an author’s claims as to the soundness of the reasoning and relevance of the evidence.	<ul style="list-style-type: none"> • Delineate • Evaluate

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	Cluster	I Can...	Key Vocabulary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading: Literature (A)/Informational Text (B)</p>	<p>9. (A) Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>(B) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>-Identify a modern fiction story’s theme has relationship to a past story (i.e. Bible, fairy tales).</p> <p>-Show how two or more texts on the same topic can have different interpretations.</p>	
	<p>10. (A) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>(B) By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>-Read and comprehend literature at the high end of the 6-8 grade band.</p> <p>-Read and comprehend nonfiction at the high end of the 6-8 grade band.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>-Write an argument using a formal style that includes logical reasoning, relevant evidence from credible , sources, smooth transitions, and a concluding statement.</p>	<ul style="list-style-type: none"> • Argument • Relevant evidence • Formal style

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Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>-Write an informative/explanatory text that examines a topic by providing an introduction, using organized ideas, supporting details and a logical conclusion.</p> <p>-Insert multimedia when appropriate.</p>	<ul style="list-style-type: none"> • Informative text • Explanatory text • Cohesion
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>-Write a narrative, real or imagined, using effective techniques, descriptive details and events, and a conclusion.</p>	<ul style="list-style-type: none"> • Narrative • Sensory language • Relevant • Transition words, phrases and clauses

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	Cluster	I Can...	Key Vocabulary
Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	-Write a clear and coherent piece that is appropriate to task, purpose and audience.	
	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	-Recognize when I need help from my peers and adults to strengthen my writing or use a new approach.	
	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others	-Use technology to help me with my writing as well to collaborate with others and publish my writing.	
	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	-Through the use of several resources conduct a short resource project.	
	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	-Gather relevant information from both credible print and digital resources. -Avoid plagiarism through quotes or paraphrasing. -Follow the rules for creating a bibliography.	<ul style="list-style-type: none"> • Plagiarism • Paraphrasing

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	Cluster	I Can...	Key Vocabulary
Writing	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>-Identify a modern fiction story’s theme has relationship to a past story (i.e. Bible, fairy tales).</p> <p>-Show how two or more texts on the same topic can have different interpretations.</p>	
	<p>10. Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>-Routinely write over extended periods of time for an assigned task.</p> <p>-Routinely write over short periods of time for an assigned task.</p>	
Speaking & Listening	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on other’s ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>-Listen to suggestions to help my writing.</p> <p>-Follow the rules for friendly discussions.</p> <p>-Ask appropriate questions.</p> <p>-Analyze new information and when justified revisit my views.</p>	<ul style="list-style-type: none"> • Collaborative discussions

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Speaking & Listening	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	-Analyze information found in diverse media and evaluate the reason for the presentation.	<ul style="list-style-type: none"> • Motives
	3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	- Listen to a speaker’s argument and looking for sound reasoning and relevant evidence. -Identify irrelevant evidence in an argument.	<ul style="list-style-type: none"> • Irrelevant evidence • Delineate
	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	-Present the key points logically with relevant evidence using appropriate eye contact, adequate volume and clear pronunciation.	<ul style="list-style-type: none"> • Salient points • Relevant evidence
	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	-Use multimedia and visual displays in my presentation when appropriate.	
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	-Write a speech that is appropriate to its meaning and audience using formal English when necessary.	

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Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct appropriate shifts in verb voice and mood.</p>	<p>-Define gerunds and their function in a sentence.</p> <p>-Define participles and their function in a sentence.</p> <p>-Define infinitives and their function in a sentence.</p> <p>-Explain the difference between active and passive voice.</p> <p>-Use active and passive voice with accuracy.</p> <p>-Explain and give examples of verbs in the indicative mood.</p> <p>-Explain and give examples of verbs in the interrogative mood.</p> <p>-Explain and give examples of verbs in the conditional mood.</p> <p>-Explain and give examples of verbs in the subjunctive mood.</p> <p>-Identify and correct inappropriate shifts in verb voice and mood.</p>	<ul style="list-style-type: none"> • Verbals • Gerunds • Participles • Infinitives • Active voice • Passive voice • Indicative mood • Imperative mood • Interrogative mood • Conditional mood • Subjunctive mood • Verb voice
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p>-Use capitalization correctly.</p> <p>-Define ellipsis.</p> <p>-Use commas, ellipsis, and dashes to indicate a pause or break</p> <p>-Correctly use ellipsis.</p> <p>-Spell-grade appropriate words correctly.</p>	<ul style="list-style-type: none"> • Ellipsis

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	Cluster	I Can...	Key Vocabulary
Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>-Know when to use active or passive voice to create a particular effect.</p>	<ul style="list-style-type: none"> • Active voice • Passive voice • Conditional mood • Subjunctive mood
	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, and <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>-Use context clues to help determine the meaning of a word or phrase.</p> <p>-Use Greek or Latin affixes or roots to help determine the meaning of a word.</p> <p>-Use dictionaries or reference materials to help determine of clarify the meaning of a word.</p> <p>-Verify the inferred meaning of a word by checking a dictionary or other reference material.</p>	<ul style="list-style-type: none"> • Affixes/roots (Greek/Latin) • Inferred meaning • General reference materials • Specialized reference materials
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p>-Interpret figures of speech in context.</p> <p>-Understand the difference between connotations of words with similar denotations.</p>	<ul style="list-style-type: none"> • Figures of speech • Verbal irony • Puns • Connotations • Denotations

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Language	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	-Accurately use grade-appropriate and domain-specific words or phrases.	

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