



SAN JUAN DEL SUR DAY SCHOOL

GRADE 8 LANGUAGE ARTS LEARNING OUTCOMES



Reading - Foundational Skills

Phonics and Word Recognition	I can use combined knowledge of all letter sound correspondences, syllabication patterns and morphology (roots & affixes) to read unfamiliar multisyllabic words both in and out of context.
Reading Fluency	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can read with sufficient accuracy and fluency to support comprehension, using context to know if I am reading accurately and can self-correct when necessary.

Reading - Literature

Key Ideas & Details	I can cite textual evidence that most strongly supports an analysis of what the text says explicitly and inferences drawn from the text.
	I can determine a theme or central idea of a text from its details, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
	I can analyze how particular elements of a story interact (e.g., how setting shapes the characters or plot).
	I can analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.
	I can objectively summarize a fiction text in my own words, distinct from personal opinions or judgements.
Craft and Structure	I can determine the meanings of words or phrases used in a text, including figurative and connotative meanings.
	I can analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	I can 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.
	I can 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.
Integration of Knowledge and Ideas	I can connect a certain topic to something in my life.
	I can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	By the end of year, I can independently read and comprehend grades 6-8 stories and poem proficiently.
	I can read a variety of diverse texts to understand multiple perspectives and viewpoints.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

Reading - Informational Text

Key Ideas & Details	I can cite textual evidence that most strongly supports an analysis what the text says explicitly, and inferences drawn from the text.
	I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
	I can objectively summarize an informational text in my own words, distinct from personal opinions or judgements.
	I can analyze in detail how an individual, event, idea, or concept is introduced, explained, and elaborated in a text (e.g. through examples or anecdotes).
Craft and Structure	I can determine the meanings of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
	I can analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
	I can 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.
	I can determine an author's point of view or purpose in a nonfiction text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	I can evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognize when irrelevant evidence is introduced.
	I can analyze how two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (e.g. cultural or historical disagreements).
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 6-8 nonfiction texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



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Writing	
Text Type & Purposes - Opinion	I can write arguments to support claims with clear reasons and relevant evidence.
	I can introduce claims, acknowledge the alternate or opposing claims, and organize the reasons and evidence logically.
	I can support my claims by giving clear reasons and evidence supported by facts from accurate, credible sources, demonstrating an understanding of the topic or text.
	I can use words, clauses, and phrases to clarify the relationships among the claims, reasons, and evidence.
	I can establish and maintain a formal style.
	I can write a conclusion statement or section that supports the argument presented.
Text Type & Purposes - Informative/Explanatory	I can write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	I can introduce a topic clearly in a statement or paragraph that provides a "road map" of the key topics or details.
	I can organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	I can use precise language and domain-specific vocabulary to inform about or explain the topic.
	I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	I can write a conclusion statement or section that follows from and supports the explanation I presented.
Text Type & Purposes - Narrative	I can write narratives and creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences.
	I can engage and orient the reader by establishing a context and point of view, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.
	I can use literary and narrative techniques such as dialogue, description, pacing, rhythm, repetition, rhyme, transitional words, and sensory details to develop characters, experiences, and events precisely.
	I can use a variety of transitional words, phrases, and clauses to manage the sequence of events or shifts in setting, and show the relationships among events or experiences.
	Use precise words and phrases, descriptive details, figurative and sensory language to capture the action convey experiences and events.
	I can use a varied words to introduce dialogue instead of "said" that provide more detail (e.g. whispered, grunted, replied).
	I can write conclusions (endings) to my stories that provide a sense of closure or reflection on the events (when appropriate to the genre).
Writing Process - Production and Distribution of Writing	I can produce clear, coherent, and organized writing in which the development and organization are appropriate to the task, purpose, and audience.
	I can use the writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	I can use technology, including the internet, to create and publish my writing, including the citation of sources.
	I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting.
	I can use technology, including the internet, to communicate and collaborate with others.
Research to Build and Present Knowledge	I can 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.
	I can gather relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source.
	I can generate additional related, focused questions for further research or investigation.
	I can quote and paraphrase information from sources, avoiding plagiarism by following a standard format for citation information.
	I can draw and cite evidence from literary or informational texts to support my analysis, research, or reflection.
Range of Writing	I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or day or two) for a range of tasks, purposes, and audiences.
	I can independently select writing topics and formats for personal enjoyment, interest, and academic tasks.



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Speaking & Listening

Comprehension & Collaboration		I can come to discussions prepared to share my ideas because I have read or studied required material.
		I can engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues.
		I can refer to evidence I have prepared or researched on the topic, text, or issue to probe and reflect on ideas discussed.
		I can build on others' ideas and express my own ideas clearly.
		I can follow agreed-upon rules for discussion, set and track progress toward specific goals and deadlines, and define individual roles as needed.
		I can cooperate, mediate, and problem solve to make decisions appropriate for productive group discussions.
		I can pose questions that elicit elaboration and respond to others' questions with relevant observations and ideas that bring the discussion back on topic as needed.
		I can acknowledge new information expressed by others and, when warranted, qualify or justify my own or others' views based on evidence.
		I can analyze the main ideas presented visually, orally, or quantitatively, and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		I can understand or summarize a speaker's argument, claims, and intended audience, and recognize claims that are supported by evidence and reasons from those that are not.

Presentation & Knowledge of Ideas		I can report on a topic, present claims and findings, respect intellectual properties, and emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
		I can use appropriate eye contact, adequate volume, and clear pronunciation.
		I can adapt my speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
		I can create and include engaging multimedia components and visual displays in presentations to strengthen claims and add interest.

Media Literacy		I can understand, analyze, and use different types of print, digital, and multimodal media.
		I can make informed judgements about messages promoted in the mass media (e.g. film, tv, magazines, ads, newspapers).
		I can analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose.
		I can evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).
		I can recognize ethical standards and use safe practices in social and personal media communications, and understand the consequences of personal choices.
		I can create an individual or collaborative multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain), publish the work, and share it with an audience.
		I can demonstrate understanding of copyright, principles of Fair Use, Creative Commons licenses, and the effect of genre on conventions of attribution and citation.

Language

Conventions of Standard English	Punctuation		I can demonstrate command of the conventions of standard English capitalization and punctuation when writing.
			I can use an ellipsis to indicate an omission.
			I can use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	Spelling		I can spell correctly and use tools to check the spelling of words (e.g. dictionary, spell-check, peer-editing).
	Verb Usage		I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
		I can form and use verbs in the active and passive voice.	
		I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
	Voice		I can recognize and correct inappropriate shifts in verb voice and mood.

Knowledge of Language		I can use knowledge of language and its conventions when writing, speaking, reading, or listening.
		I can 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).

Vocabulary Acquisition & Use		I can 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.
		I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
		I can use print and computer dictionaries and thesauruses to help me find the pronunciation, precise meanings, or part of speech of words, and verify my preliminary determination of the words.
		I can interpret figures of speech (e.g. verbal irony, puns) in context.
		I can use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words.
		I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
		I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
		I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.