

Language Arts Grade 8

Reading Language

Key Ideas and Details	<p>RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none">• I can define textual evidence.• I can define inference.• I can read closely and find the “right there” information in a text.• I can read closely and draw conclusions that require inference(s).• I can analyze the text to find evidence to reach a logical conclusion.
	<p>RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of a text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none">• I can define plot, setting, theme, and summary.• I can find a theme or central idea of a text.• I can determine how key events develop over the course of a text and contribute to a theme.• I can determine how characters’ actions and interactions develop over the course of the text and contribute to a theme.• I can determine how setting develops over the course of the text and contributes to a theme.• I can compose a summary stating the key points of the text without adding my own opinions or feelings.
	<p>RL.8.3: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none">• I can identify particular lines of dialogue in a story or drama that move the story forward, reveal character, or provoke a decision.• I can analyze how a particular line of dialogue in a story or drama moves the story forward.• I can analyze how a particular line of dialogue in a story or drama reveals character.• I can analyze how a particular line of dialogue in a story or drama provokes a decision.

Craft and Structure	<p>RL.8.4: Determine the meaning of words or 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). • I can define and identify analogy and allusion. • I can define denotative meaning. • I can define connotative meaning. • I can recognize the difference between literal language and figurative language. • I can analyze why authors choose specific words to evoke a particular meaning or tone. • I can analyze why authors choose to include particular analogies.
	<p>RL.8.5: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can compare and contrast the structures found in two or more texts. • I can analyze the differing structures of two or more texts. • I can determine how the different structures of two or more texts affect the overall meaning of each text.
	<p>RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of a dramatic irony) create such effects as suspense or humor.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words. • I can recognize how the points of view of characters and audience or reader can be different. • I can analyze how differing points of view of characters and audience or reader can be different. • I can analyze how differing points of view can create various effects (e.g. suspense, humor).
Integration of Knowledge and Ideas	<p>RL.8.7: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can compare and contrast an original text and a filmed or live production of a story or drama. • I can determine if the story stays faithful to or departs from the original text or script. • I can evaluate the choices made by the directors or actors.
	<p>RL.8.8: Not applicable to literature.</p>

	<p>RL.8.9: 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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in current works of fiction. • I can compare traditional themes, events, or characters from myths, traditional stories, or religious works to current interpretations of the same themes, events, or characters. • I can contrast traditional themes, events, or characters from myths, traditional stories, or religious works to current interpretations of the same themes, events, or characters. • I can describe how authors or current works of fiction have updated traditional themes, events, or characters from myths, traditional stories, or religious works.
<p>Range of Reading and Level of Text Complexity</p>	<p>RL.8.10: 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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can recognize when the text I am reading is too easy or too difficult for me. • I can determine reading strategies (e.g. visualize, ask questions, make connections, infer, take notes, re-read) that will help me comprehend difficult texts.

Reading Informational Text

Key Ideas and Details	<p>RI.8.1: Cite the textual evidence that most strongly appears an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none">• I can define textual evidence.• I can define inference.• I can read closely and find the “right there” information in a text.• I can read closely and draw conclusions that require inference.• I can analyze the text to find evidence to reach a logical conclusion.
	<p>RI.8.2: Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none">• I can define central idea.• I can identify a central idea of a text.• I can analyze how a central idea develops over the course of the text.• I can analyze how supporting ideas contribute to the development of central ideas over the course of the text.• I can compose a summary stating the key points of the text without adding my own opinions or feelings.
	<p>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none">• I can explain how the individuals, events, and/or ideas in a text affect one another.• I can analyze connections or similarities among individuals, ideas, or events.• I can analyze distinctions or differences between individuals, ideas, or events.• I can analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories.

Craft and Structure	<p>RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia) • I can define denotative meaning. • I can define connotative meaning. • I can recognize the difference between literal and figurative language. • I can recognize the difference between denotative and connotative meaning. • I can recognize words that have technical meaning and understand their purpose in a specific text. • I can evaluate how word choice impacts meaning and tone, including analogies and allusions.
	<p>RI.8.5: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. • I can analyze and explain how the roles of particular sentences help to develop and refine the author’s key concept.
	<p>RI.8.6: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can define point of view. • I can determine an author’s point of view. • I can explain an author’s purpose for writing the text. • I can analyze how the author acknowledges conflicting evidence or viewpoints. • I can analyze how the author responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	<p>RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can recognize the different mediums in which text is presented. • I can evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
	<p>RI.8.8: 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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify an author’s argument and specific claims. • I can identify claims that are supported by fact(s) and those that are opinion(s). • I can recognize evidence that’s irrelevant. • I can evaluate whether the author’s argument is reasonable.
	<p>RI.8.9: 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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can recognize how two or more texts can provide conflicting information on the same topic. • I can identify where two or more texts disagree on matters of fact or interpretation. • I can analyze how authors emphasize different evidence when writing about the same topic.
<p>Range of Reading and Level of Text Complexity</p>	<p>RI.8.10: 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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can recognize when the text I am reading is too easy or too difficult for me. • 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.

Writing

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

“I Can” Statements:

- I can write a claim(s) and support it with reasons and evidence.
- I can write a claim(s) and distinguish it from a different or opposing claim.
- I can logically organize reasons and evidence that supports a claim(s).
- I can support my claim(s) by using logical reasons and relevant evidence.
- I can support my claim(s) with accurate sources of information.
- I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.
- I can use formal words and language to write about an issue or topic.
- I can end my writing with a concluding statement that backs up the claim(s) in my argument.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

“I Can” Statements:

- I can examine a topic and generate my own ideas on the topic.
- I can select and gather information on the topic to support my ideas.
- I can analyze the topic information I have gathered.
- I can use my research combined with my ideas to write an organized informative text.
- I can organize my paper using a clear introduction.
- I can organize and categorize my information.
- I can use headings, charts, tables, etc. to add clarification to my paper.
- I can support my topic using facts, definitions, details, and examples.
- I can use a variety of appropriate transitions to show connections between ideas and concepts.
- I can use precise language and vocabulary specific to my topic.
- I can write a formal paper.
- I can write a conclusion that supports the information presented in my paper.

W.8.3: Write narratives to develop real or imagined experience or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

“I Can” Statements:

- I can write a logical, detailed narrative about real or imagine events or experiences.

	<ul style="list-style-type: none"> • I can hook the reader by introducing ideas, point of view, a narrator and/or characters. • I can organize events in a natural, logical order. • I can write a narrative using techniques such as dialogue, timing, and description. • I can use transition words and phrases to show order of events or changes in setting.
Production and Distribution of Writing	<p>W.8.4: 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 above).</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can develop and organize clear and understandable writing that is appropriate for a specific task, purpose, and audience.
	<p>W.8.5: 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52).</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can develop and strengthen my writing through planning, revising, editing, and rewriting. • I can seek feedback and guidance from peers and adults to improve my writing. • I can revise with a focus on how well purpose and audience have been addressed.
	<p>W.8.6: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify publishing and collaborative options that use technology. • I can collaborate effectively for an intended purpose. • I can select technology to present information and ideas. • I can determine the best technology tools for producing and publishing writing, including on-line tools. • I can determine the best technology options for communicating and collaborating with others, including on-line tools. • I can use technology including the internet, to produce, revise, edit and publish writing, to interact and collaborate with others for an intended purpose and to present information and ideas.
Research to Build and Present Knowledge	<p>W.8.7: Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can research several different resources to answer assigned questions or questions that I create. • I can come up with additional questions that relate to the original research and

	<p>investigate those questions using a variety of resources.</p> <p>W.8.8: 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 from sources without plagiarizing others' words and ideas.</p> <p>"I Can" Statements:</p> <ul style="list-style-type: none"> • I can search specific terms to gather relevant information from many print and digital sources. • I can determine if a source is believable and uses correct information. • I can quote and paraphrase information from sources without plagiarizing others' words and ideas. • I can correctly cite my sources in the text or at the end of my paper. <p>W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, or research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards 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"). b. Apply grade 8 Reading standards 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>"I Can" Statements: <i>See examples in 8th grade Reading standard.</i></p>
Range of Writing	<p>W.8.10: Write routinely over extended time frames (time for research, reflection, 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>"I Can" Statements:</p> <ul style="list-style-type: none"> • I can identify task, audience and purpose for various types of writing. • I can identify the organizational structures for various types of writing. • I can determine task, purpose and audience for various types of writing over extended and short time frames. • I can determine appropriate organizational structures to use for various types of writing based upon task, purpose and audience. • I can write for various audiences, purposes and audiences for a shortened time frame (a single sitting or a day or two). • I can write for various audiences, purposes and audiences with an extended time frame (time for research, reflection, and revision)

Speaking and Listening

Comprehension and Collaboration	<p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can prepare for a discussion by reviewing required reading and/or material under study. • I can determine key points or central ideas from material under study. • I can create questions and locate support from the text and/or material under study. • I can state the rules for how to discuss ideas. • I can track the progress of a discussion and recognize when the discussion is getting off-topic. • I can recognize and make relevant observations and use my ideas and comments to further the discussion. • I can review the key ideas presented in a discussion, integrate them with my own when appropriate, and justify my own views based on evidence introduced by the text and others.
	<p>SL.8.2: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify author’s/speaker’s purpose for presenting information (to inform, to persuade, to entertain, to describe, to convey an experience). • 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. • I can analyze the style presented in a variety of media and formats. • I can evaluate the motives behind the information presented.
	<p>SL.8.3: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify the side of an argument a speaker presents.

	<ul style="list-style-type: none"> • I can identify the claims that are supported by fact(s). • I can identify the claims that are supported by opinion(s). • I can determine the credibility of a speaker and his/her purpose. • I can evaluate if a speaker’s argument is reasonable using evidence he/she provides to support his/her claims. • I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim. • I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument.
Presentation of Knowledge and Ideas	<p>SL.8.4: 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.</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can determine important points and emphasize them when presenting my claims and/or findings. • I can support my claims and/or findings with relevant evidence, valid reasoning, and well-chosen details. • I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear presentation.
	<p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest:</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify the parts of my presentation that could use clarification, strengthening, or additional interest. • I can use appropriate media or visual display to improve my presentation.
	<p>SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p> <p>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify various reasons for speaking (e.g., informational, descriptive, formal, and informal). • I can determine speaking tasks that will require a formal structure. • I can compose a formal speech that demonstrates a command of grade 8 Language standards.

Language

Conventions of Standard English	<p>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.Form and use verbs in the active and passive voice.Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.Recognize and correct inappropriate shifts in verb voice and mood. <p>“I Can” Statements:</p> <ul style="list-style-type: none">I can define verbals (gerunds, particles, infinitives).I can explain the function of verbals in general and in sentences.I can recognize verbs (active and passive voice).I can form and use verbs in active and passive voice.I can form and use verbs in active and passive voice correctly.I can identify verb moods (indicative, imperative, interrogative, conditional and subjunctive).I can use the following verb moods correctly (indicative, imperative, interrogative, conditional and subjunctive) in writing and speaking.I can recognize inappropriate verb voice and mood.I can correct inappropriate shifts in verb voice and mood.
	<p>L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none">Use punctuation (comma, ellipsis, dash) to indicate a pause or break.Use an ellipsis to indicate an omission.Spell correctly. <p>“I Can” Statements:</p> <ul style="list-style-type: none">I can apply correct capitalization, punctuation, and spelling when writing.I can use punctuation (commas, ellipsis, dash) to indicate a pause or break.I can use commas [e.g., to set off words or phrases that make a distinct break in the flow of thought, including interrupting elements (nonrestrictive/parenthetical) know that the interrupting element can be a phrase, an adverb like however, a transitional phrase like in fact, a name in direct address, word or words that identifies or restates and immediately preceding noun or pronoun, or an inserted question or exclamation].I can use a dash to set off material that is parenthetical or summary in nature.I can identify that a dash is two hyphens without a space between them or on either side.I can use ellipses to indicate an omission.I can recognize that an ellipsis is three or four dots within the sentence.I can use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time.I can recall and apply spelling rules.

	<ul style="list-style-type: none"> • I can identify and correct misspelled words.
Knowledge of Language	<p>L.8.3: 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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can recognize the conventions of language for writing, speaking, reading and listening. • I can recognize when verbs are active or passive voice and when verbs are conditional and subjunctive mood. • I can apply knowledge of language when writing, reading and listening. • I can apply knowledge of language conventions when writing, reading and listening. • I can determine when to use verbs in active or passive voice, and in conditional and subjunctive mood to achieve particular effects when writing. • I can use knowledge of language when speaking. • I can use knowledge of language conventions when speaking. • I can determine when to use verbs in active or passive voice and verbs in conditional and subjunctive mood to achieve particular effects when speaking.
Vocabulary Acquisition and Use	<p>L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, 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., precede, recede, and secede).</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>“I Can” Statements:</p> <ul style="list-style-type: none"> • I can identify that many words have more than one meaning. • I can use context clues to determine the meaning of a word or phrase. • I can identify common, grade-appropriate Greek and Latin affixes and roots. • I can clarify the intended meaning of multiple-meaning words and phrases. • I can choose flexibly from a range of vocabulary strategies to determine of clarify the meaning of an unknown word or phrase. • I can consult general and specialized reference materials; both print and digital, to find pronunciation determine or clarify precise meaning or part of speech. • I can determine the meaning of a word or phrase by using context clues, using common Greek and Latin affixes and roots. • I can verify the inferred meaning of a word by checking a dictionary. • I can determine the meaning of a word or phrase by using context clues and using common Greek and Latin affixes and roots. <p>L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

“I Can” Statements:

- I can recognize the meaning of figurative language (e.g., verbal irony, puns).
- I can analyze text to locate figures of speech (e.g., personification) and interpret meanings in context.
- I can recognize the different types of relationships of words.
- I can analyze the relationship between particular words (e.g., cause/effect, part/whole, item/category) for clarity.
- I can demonstrate the relationship between words to find meaning.
- I can define the meaning of the terms *connotation* and *denotation*. (e.g., *bullheaded, willful, firm, persistent, resolute*).
- I can distinguish among the connotations of words with similar denotations (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6: 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.

“I Can” Statements:

- I can identify general academic and domain specific words and phrases that are grade appropriate.
- I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression.
- I can make meaning and use accurately words and phrases important to comprehension of academic and domain-specific words.
- I can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression.
- I can select appropriate references and resources to aid in gathering vocabulary knowledge.