



Eighth Grade Roadmap for Parents Key Signs of Student Success

English Language Arts READING



“Read like a Detective”

I can read and understand eighth-grade literature (stories, dramas, poems, and myths) and informational text (science, social studies/history, and technical texts), and:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, and to justify inferences about the text.
- Determine the theme or central idea of a story, drama, or poem, and:
 - o Analyze the relationship of the theme to the characters, setting, and plot, and
 - o Justify my conclusions with evidence and sound reasoning.
- Determine a central idea in informational text, including its relationship to supporting ideas, and justify my analysis with evidence and sound reasoning.
- Provide an objective summary of literary and informational texts.
- Determine the meaning and effect of words or phrases as they are used in the text, including:
 - o Figurative meanings, e.g., *similes* (“as busy as a bee”), *metaphors* (“you are what you eat”), *idioms* (“a penny for your thoughts”), and *personification* (“the stars danced playfully”).
 - o Connotative meanings, e.g., “childish” implies immature, “childlike” implies innocent, and
 - o Technical meanings, e.g., “a pedometer” is a device that counts a person’s steps.
- Analyze the effect of word choice on meaning and tone, including analogies or references to other texts.
- Analyze the structure of a specific paragraph, and how particular sentences develop a key concept.
- Analyze how differences in the points of view of the characters and the audience or reader create effects such as suspense or humor.
- Determine an author’s point of view or purpose in informational text, and how the author acknowledges and responds to conflicting evidence or viewpoints.
- Compare and contrast the structure of two or more texts and the effect of the structure on meaning and style.
- Analyze the ways a filmed or live production of a story or drama stays faithful to or departs from the written text or script.
- Analyze two or more texts with conflicting information about the same topic.
- Outline and evaluate the argument and specific claims in a text, assessing whether reasoning is sound and if the evidence is relevant and sufficient.

I can practice these reading and thinking skills in school and at home:

- Read as much non-fiction as fiction.
- Learn about the world and get smarter in Science and Social Studies through reading.
- Read closely (re-read, read aloud, ask and answer questions, annotate), and persevere (“stick with it”) to read complex text.
- Discuss and write about reading, using evidence to support opinions/arguments.
- Increase my academic vocabulary, through reading, discussing, and writing.

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English Language Arts WRITING

I can use **writing** to build knowledge, accomplish a specific purpose, and communicate with an audience, by:

- Writing clear and coherent (logical and consistent), multi-page compositions, appropriate to the task, purpose, and audience, including:
 - Arguments to support claims with logical reasons and relevant evidence, using accurate and credible sources.
 - Informative/explanatory texts to examine a topic and present ideas, concepts, and information, and
 - Narratives about real or imagined experiences with relevant descriptive details and well-structured event sequences.
- Producing functional writing appropriate to the task, purpose, and audience, e.g., *responses to prompts on reading, mathematics, writing, and science assessments, and formal letters, experiments, charts, maps, and captions.*
- Using the writing process (plan, revise, edit, re-write), with some support from peers and adults.
- Annotating evidence from texts to support analysis, reflection, and research.
- Using technology (including the Internet and keyboarding skills) to produce and publish writing, to efficiently make connections between information and ideas, and to interact and collaborate with others.
- Conducting short research projects to answer a question (including a self-generated question), drawing on several sources, and developing additional questions for exploration.
- Gathering relevant information from multiple print and digital sources, using search terms effectively, and assessing the credibility and accuracy of each source.
- Quoting or paraphrasing data and information without plagiarism, and using a standard format for citations.



SPEAKING LISTENING

I can use **academic speaking and listening** skills to collaborate, communicate, and present knowledge and ideas about eighth-grade topics, by:

- Engaging effectively in collaborative discussions, by being prepared, referring to evidence, contributing questions and comments, and understanding multiple perspectives.
- Analyzing the purpose of information presented in different formats, e.g., *visual, quantitative, and oral.*
- Outlining a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence (and identifying irrelevant evidence).
- Orally presenting claims and findings in a focused and coherent manner, with relevant evidence, sound reasoning, and well-chosen details, using multi-media or visual elements to clarify the information, and using clear pronunciation and appropriate eye contact and volume.



LANGUAGE

I can correctly use eighth-grade **academic vocabulary and language conventions** (capitalization, punctuation, and spelling), including:

- Acquiring and using eighth-grade academic vocabulary specific to a domain (area of study), e.g., *literature, science, social studies/history, and technical subjects.*

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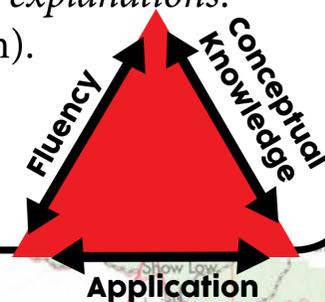
MATHEMATICS

Be a
Flexible
Problem Solver



I can practice these **mathematical and thinking skills** in school and at home:

- Make sense of problems and work to solve them without giving up.
- Think and talk about numbers and number relationships, fluently and flexibly (in multiple ways).
- Use evidence to explain my thinking and to clarify the thinking of others.
- Show and explain my work in multiple ways, e.g., *numbers, pictures, and written explanations*.
- Choose math tools strategically (using the best tool to efficiently solve a problem).
- Use precision (exact vocabulary, labels, examples).
- Look for and use patterns to solve problems.
- Look for and explain rules and repeated reasoning.



I can apply my understanding of **proportional relationships** to make sense of **linear equations** and **irrational numbers** and use them to solve problems, including:

- Solving systems of two linear equations in two variables and relating the systems to pairs of lines in a plane.
- Graphing proportional relationships, showing the unit rate as the slope of the graph.
- Working with radicals and integer exponents to find the solutions to equations.
- Completing mathematical operations with numbers expressed in scientific notation.
- Using rational numbers to approximately locate irrational numbers on a number line.

I can develop an understanding of **functions** and use them to describe quantitative relationships, including:

- Analyzing number relationship patterns by explaining and demonstrating that a function is a rule that assigns to each input exactly one output.
- Showing that a graph of a function is the set of ordered pairs (input/output).
- Comparing two functions represented in different ways: verbally, algebraically, graphically, and in a table.
- Giving examples of linear and non-linear functions, and constructing a function to model a linear relationship between two quantities.
- Understanding a graph of a functional relationship between two quantities.

I can apply my understanding of **geometry** to analyze two- and three-dimensional space and figures using **distance, angle, similarity, and congruence**, including:

- Measuring the volume of cones, cylinders, and spheres.
- Explaining the properties of rotations, reflections, and translations.
- Describing how a two-dimensional figure is congruent or similar to another.
- Solving problems with parallel lines, transversals, and interior and exterior angles.
- Applying the Pythagorean Theorem to solve problems with two- and three-dimensional figures.

I can use **statistical thinking** to investigate **patterns in data**, including:

- Constructing and interpreting scatter plots.
- Determining patterns of association by showing frequencies in a two-way table.