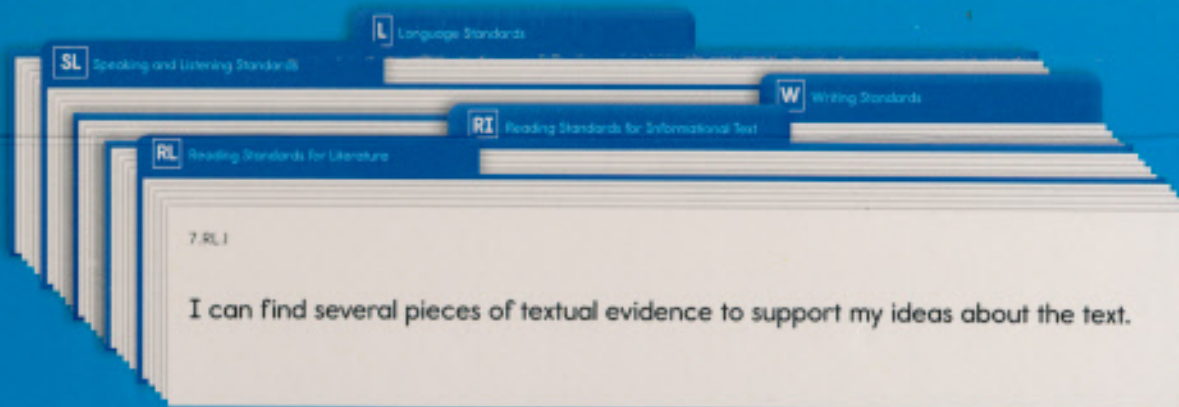


The Complete Common Core State Standards Kit for Language Arts

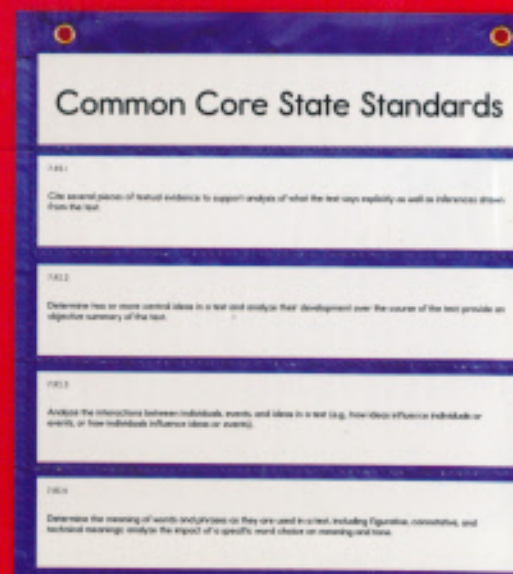


Contents

- 6 divider cards with Language Arts anchor standards
- 6 grade-specific standards cards
- 6 coordinating "I Can" statements



Use with the Daily Standards Pocket Chart



To print your own cards, visit activities.carsondellosa.com

I can define which piece of textual evidence best supports my ideas about a text.

I can determine the theme of a text and analyze how it develops and relates to the text's characters, setting, and plot.

I can give an unbiased summary of a text.

I can analyze how dialogue or specific incidents in a story help move the action forward or give insight into characters.

8.RL.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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.RL.2

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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.RL.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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

I can define which piece of textual evidence best supports my ideas about a text.

I can determine the central idea of a text and how it develops and relates to other supporting ideas.

I can give an unbiased summary of a text.

I can analyze how an author makes connections and distinctions between individuals, ideas, or events in an informational text.

8.RI.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.

© Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.RI.2

Determine a 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.

© Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.RI.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

© Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

I can write an argument with clear reasons and relevant evidence.

I can write an organized and logical argument that distinguishes my claims from alternate or opposing claims.

I can support my claims or argument using logical reasoning and relevant evidence from accurate and credible sources.

8.W.1

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

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.W.1a

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.W.1b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

I can engage in different types of collaborative discussions on eighth-grade topics, texts, and issues.

I can be prepared for collaborative discussion by reading or researching the required material in advance and use my preparation to refer to evidence and reflect on ideas under discussion.

I can follow rules for discussions and decision-making, track progress toward goals and deadlines, and define individual roles in a discussion.

8.SL.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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.SL.1a

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.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.SL.1b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.L.1

I can demonstrate an eighth-grade level of command of the conventions of standard English grammar and usage when writing or speaking.

© Carson-Dellosa • CD-1580

8.L.1a

I can explain the function of verbals in particular sentences.

© Carson-Dellosa • CD-1580

8.L.1b

I can form and use verbs in the active and passive voice.

© Carson-Dellosa • CD-1580

8.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

© Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.L.1a

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

© Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

8.L.1b

Form and use verbs in the active and passive voice.

© Copyright 2010, National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.