

Reading Standards for Informational Text Common Core Standards for Literacy

1) After reading the standard, underline nouns and circle verbs. 2) Using the verbs, craft the “I Can” statement(s). 3) Note any relevant vocabulary necessary for achieving the standard.

Common Core Standards	Converted/Unpacked Standards “I Can” Statements (Student-Centered)	Vocabulary
RI.8.1 – Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I can... <ul style="list-style-type: none"> - Analyze sources using evidence from the text. - Draw inferences from the text. 	cite
RI.8.2 - 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.	I can... <ul style="list-style-type: none"> – Determine the central idea – Explain how a central idea develops throughout the text – Write an unbiased summary 	Objective summary
RI.8.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	I can... <ul style="list-style-type: none"> – Explain how people, ideas, and situations are connected in a text 	
RI.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can... <ul style="list-style-type: none"> – Determine the meaning of words and phrases – Explain how specific words impact meaning and tone – Explain the impact of analogies and allusions 	Figurative language Connotative meaning Technical meanings

<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...</p> <ul style="list-style-type: none"> – Explain in detail how an author uses the structure to develop concepts 	
<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...</p> <ul style="list-style-type: none"> – Determine the author’s point of view in a text – Explain how an author responds to others’ points of view 	<p>Point of view</p>
<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...</p> <ul style="list-style-type: none"> – Explain the advantages and disadvantages of using different mediums. 	
<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...</p> <ul style="list-style-type: none"> – Determine if the support is relevant – Determine if the support is sufficient – Recognize irrelevant evidence 	<p>Delineate</p>
<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...</p> <ul style="list-style-type: none"> – Explain the similarities and differences between two written works on the same topic 	
<p>RI.8.10 - By the end of the year, read and comprehend</p>	<p>I can...</p>	

literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

– Comprehend nonfiction writing at my grade level

