

I can identify and explain how textual evidence supports what the author states directly and what he/she implies.

I can determine the quality of the evidence used to support what the text says.

I can identify and explain areas of the text that are unclear. (RL.8.1)

I can identify the theme in a text.

I can explore how characters, setting, and plot interact to support and develop a theme.

I can summarize a text.

(RL.8.2)

**I can explain how what a
character says or does moves
the plot of the story forward**

**or reveals more about the
character.**

**I can explain how elements
of a story work together.**

(RL.8.3)

**I can identify several types of figurative
language in a text.**

I can identify the connotative meanings of certain words in a text.

I can identify how specific word choices influence the meaning of a text.

I can identify how specific word choices influence the meaning and tone of a text.

I can identify how the author's analogies or allusions to other texts influence meaning and tone. (RL.8.4)

I can compare and contrast two or more different texts.

I can explain how the texts' structural differences contribute to their meaning.

I can explain how the texts' structural differences contribute to their style. (RL.8.5)

I can identify the point of view of the characters or narrator(s) in a text.

I can tell the difference between the character's point of view and the audience or reader's point of view.

I can analyze how differences in the character's point of view and the reader's point of view create suspense or humor. (RL.8.6)

I can explain how a film or live production of a story or drama is similar or different from the original text.

I can evaluate how the director's choices to stay with or make changes to the script impact the story. (RL.8.7)

I can analyze a piece of fiction and connect its themes, events,

or characters to a traditional or religious piece of writing.

I can analyze how a traditional or religious piece of writing is transformed into a modern piece. (RL.8.9)

**I can read
complex text
independently**

and proficiently.

(RL.8.10)

**I can identify the difference
between what the author states
directly and what he/she implies
in the text.**

**I can supply textual evidence to support what the author states directly and what he/she implies.
(RI.8.1)**

I can find a central idea in a text.

I can explain how supporting ideas develop the central idea.

I can explain how supporting ideas relate to the central idea.

I can summarize a text.

I can provide an objective summary of the text. (RI.8.2)

**I can compare
individuals, ideas, or
events in a text.**

**I can contrast
individuals, ideas, or**

events in a text.

(RI.8.3)

I can identify figurative language in an informational text.

I can identify the connotative meanings of specific words in an informational text.

I can identify the technical meaning of words in an informational text.

I can identify an analogy and explain how it affects the meaning and tone of an informational text.

I can identify an allusion and explain how it affects the meaning and tone of an informational text. (RI.8.4)

I can break a paragraph into sentences and identify their

**functions within that
paragraph.**

**I can explain how the
sentences support the
paragraph's key point.
(RI.8.5)**

**I can identify an author's
point of view or purpose in
a text.**

**I can identify and explain
how the author**

**acknowledges and responds
to others' opinions. (RI.8.6)**

**I can identify several
different ways to present
information on a topic.**

I can evaluate the advantages and disadvantages of presenting information in various formats. (RI.8.7)

I can outline and explain specific claims and and supportive evidence in an argument.

I can determine whether or not the reasons linking the evidence to the claim are logical.

I can determine whether or not there is enough relevant evidence to support the claim.

I can determine if unnecessary evidence is introduced. (RI.8.8)

**I can analyze two or
more texts on the
same topic to
identify examples of
conflicting facts or**

interpretations.

(RI.8.9)

**I can read and
comprehend
complex literary**

nonfiction
independently and
proficiently.
(RI.8.10)

**I can write a
claim and
support it with
reasons and**

evidence.

(W.8.1)

**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).**

(W.8.1a)

**I can support my
claim(s) by using logical
reasons and relevant
evidence.**

**I can support my
claim(s) with accurate
sources of information.**

(W.8.1b)

**I can use words,
phrases, and clauses**

**to clearly show how
claims,
counterclaims,
reasons, and evidence
fit together. (W.8.1c)**

**I can use formal
words and
language to write**

**about an issue or
topic. (W.8.1d)**

**I can end my
writing with a**

**concluding
statement that
backs up the
claim(s) in my**

argument.

(W.8.1e)

**I can write an
introduction that
presents a topic**

**clearly and previews
what is to follow.
(W.8.2)**

**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. (W.8.2a)**

**I can support my
topic using facts,
definitions,
details, and**

examples.

(W.8.2b)

**I can use a variety of
appropriate
transitions to show**

**connections between
ideas and concepts.
(W.8.2c)**

**I can use precise
language and
vocabulary**

**specific to my
topic. (W.8.2d)**

**I can write a
formal paper.**

(W.8.2e)

**I can write a
conclusion that
supports the**

**information
presented in my
paper. (W.8.2f)
I can write a
logical, detailed**

**narrative about
real or imagined
events or
experiences.**

(W.8.3)

**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.
(W.8.3a)**

I can write a narrative using techniques such as dialogue,

**pacing, description, and
reflection.**

**I can use these narrative
techniques to develop events,
and/or characters. (W.8.3b)**

I can use transition words and phrases to show order of events, changes in setting,

**and connections in
experiences. (W.8.3c)**

**I can use precise
words, relevant
description, and**

**sensory details to
reveal the action and
experiences of the
story. (W.8.3d)**

**I can conclude my
story by reflecting
on the experiences
or events I shared.**

(W.8.3e)

**I can develop and
organize clear and
understandable writing
which is appropriate
for a specific task,**

purpose, and audience.

(W.8.4)

**I can develop and strengthen my writing
by planning, revising, editing, and
rewriting.**

I can write to a specific audience.

I can write for a specific purpose.

I can improve my writing through feedback from other students or my teacher. (W.8.5)

I can use technology to create and publish my writing.

I can use technology to show relationships between ideas.

I can use technology to work with others during the writing process. (W.8.6)

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 investigate those questions using a variety of resources.

I can narrow or broaden my research when appropriate.

I can combine multiple sources to demonstrate my understanding of the subject.
(W.8.7)

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. (W.8.8)**

**I can find specific
facts, examples, or
details in literary or
informational text to**

**support my analysis,
reflection, and
research. (W.8.9)
I can routinely write
over a shorter or
extended time frame for**

**a range of tasks,
purposes, and audiences
within a particular
content area. (W.8.10)**

**I can communicate
and respond to
ideas about a
variety of topics**

during discussions.

(SL.8.1)

**I can bring
materials that I
have read and**

**researched to
discussions.**

(SL.8.1a)

**I can follow group
rules to make**

**decisions and meet
specific goals
during a discussion.
(SL.8.1b)**

**I can ask questions
to link others' ideas
and answer
questions with
relevant**

information.

(SL.8.1c)

**I can consider
others' viewpoints,
but continue to**

**support my view
with evidence.**

(SL.8.1d)

**I can determine a purpose
behind information presented
visually, orally, or in numbers.**

I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons.

(SL.8.2)

I can outline specific claims and link them to a speaker's argument.

I can evaluate whether or not the speaker's reasons support the claims in the argument.

I can determine whether or not there is enough relevant evidence to support the argument.

I can recognize evidence that does not relate to the argument. (SL.8.3)

**I can give a presentation that
makes claims and uses
relevant evidence, reasons,
and details.**

I can give a presentation where I use eye contact and a clear, loud voice. (SL.8.4)

I can give a presentation using interesting multimedia

**and visual displays to
strengthen my claims
and evidence. (SL.8.5)
I can adapt the way I
speak to a variety of**

**situations and
purposes, using
correct English when
needed. (SL.8.6)**

**I can use language
correctly when writing
or speaking.**

I can define verbals and explain how they work in sentences. (L.8.1a)

I can explain the difference between

**active and passive
verbs and use them
in sentences.**

(L.8.1b)

**I can use verbs in the
following forms:**

indicative,

imperative,

interrogative,

**conditional, and
subjunctive. (L.8.1c)**

**I can recognize verb
shifts between active
and passive voices and
correct them.**

**I can recognize misused
verb forms and correct
them. (L.8.1d)**

**I can use correct
capitalization,**

**punctuation, and
spelling in my
writing. (L.8.2)**

**I can use correct
punctuation to**

**indicate a pause or
break in a sentence.**

(L.8.2a)

**I can use an
ellipsis to**

**indicate omitted
words or
phrases. (L.8.2b)**

**I can correct
misspelled
words in my
writing. (L.8.2c)**

I can demonstrate how language should sound when it is spoken, written, and read.

I can use active and passive voice in my writing.

**I can create a specific effect by
using conditional and subjunctive
mood. (L.8.3)**

**I can use a
variety of
strategies to**

**determine what a
word or phrase
means. (L.8.4)**

**I can determine the
meaning of a word**

**through context
clues or by the way it
is used in a sentence.
(L.8.4a)**

**I can determine the
meaning of a word
through my
knowledge of Greek**

**or Latin word parts.
(L.8.4b)**

**I can use reference
materials to find the**

**pronunciation and
meaning of
unfamiliar words.
(L.8.4c)**

**I can guess at the
meaning of a word
and then double
check to see if I am**

**right by using a
dictionary. (L.8.4d)**

**I can identify examples of
figurative language.**

**I can recognize how words
relate to each other.**

I can recognize the slight differences in word meanings based on how they are used.

(L.8.5)

I can identify figures of speech

**like verbal irony
and puns and
explain their
intended meanings.
(L.8.5a)**

**I can clarify a word
through examining
other words and
ideas that are**

similar or opposite.

(L.8.5b)

**I can explain the
difference between the
literal meaning of a**

**word and its positive
or negative association.**

(L.8.5c)

**I can explain what general academic
words are and use them in my
writing.**

I can define words and phrases that are specific to language arts and apply them in speaking and writing.

I can use various resources to build my vocabulary and help me understand what I read or hear.

(L.8.6)