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
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 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
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)
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)