Jackson County Core Curriculum Collaborative (JC4)	
8th Grade ELA	
Standard	**Learning Targets in Student Friendly Language**
RL.8.1	I can define textual evidence (word for word support) in a narrative text.
RL.8.1	I can recognize and cite explicit (directly from the text) evidence from a narrative text.
RL.8.1	I can make inferences based on evidence from a narrative text to reach logical conclusions.
RL.8.2	I can define and determine the theme or central idea of a narrative text.
RL.8.2	I can follow the development of a theme or central ideas throughout a narrative text.
RL.8.2	I can write a summary of a text, stating the key points of the text without adding my own opinions and feelings.
RL.8.3	I can analyze how particular lines of dialogue in a story or drama move the action forward.
RL.8.3	I can analyze how particular lines of dialogue in a story or drama reveal aspects of a character.
RL.8.3	I can analyze how particular lines of dialogue in a story or drama causes a character to make a decision.
RL.8.4	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, etc.)
RL.8.4	I can tell the difference between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
RL.8.4	I can recognize the difference between denotative meaning (dictionary definition) and connotative meaning (feelings created by words).
RL.8.4	I can analyze why authors choose to include particular analogies or references.
RL.8.5	I can compare and contrast the structures found in multiple texts.
RL.8.5	I can analyze how differing structures in multiple texts affect the overall meaning and style of each text.
RL.8.6	I can analyze how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
RL.8.6	I can analyze how differing points of view can create various effects (e.g., dramatic irony, etc.)
RL.8.9	I can analyze and describe how authors of modern works of fiction draw on traditional themes, events, or characters to make them seem new.
RL.8.1	I can define textual evidence (word for word support) in an informational text.
RI.8.1	I can recognize and cite explicit (directly from the text) evidence from a text in an informational text.
RI.8.1	I can make inferences based on evidence from an informational text to reach logical conclusions.
RI.8.2	I can define and determine the theme or central idea of an informational text.
RI.8.2	I can determine how an author's use of details conveys two or more central ideas in an informational text.
RI.8.2	I can analyze how supporting ideas contribute to the development of central ideas throughout a text.
RI.8.2	I can create a factual summary of an informational text, stating the key points of the text without adding my own opinions and feelings.
RI.8.3	I can explain how the individuals, events and/or ideas in a text affect one another.
RI.8.4	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, etc.)
RI.8.4	I can tell the difference between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).

RI.8.4	I can recognize the difference between denotative meaning (dictionary definition) and connotative meaning (feelings created by words).
RI.8.4	I can recognize words that have technical meaning and understand their purpose in specific texts.
RI.8.4	I can determine why authors choose words and phrases to create an overall mood (tone) for the reader.
RI.8.4	I can determine why authors choose analogies and allusions to create an overall mood (tone) for the reader.
RI.8.5	I can analyze how the role of a particular sentence or paragraph helps to develop and refine the author's main idea.
RI.8.6	I can define and identify or infer the author's point of view or purpose in an informational text.
RI.8.6	I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7	I can evaluate the advantages and disadvantages of presenting a topic or idea in different mediums.
RI.8.8	I can compare the impact of a text and other multimedia versions of the same subject.
RI.8.8	I can identify the argument and claims made in an informational text.
RI.8.8	I can evaluate the argument and claims made in an informational text.
RI.8.8	I can determine the credibility of the author and his or her purpose.
RI.8.8	I can recognize when an author introduces irrelevant evidence to his/her argument.
RI.8.8	I can determine if the evidence is relevant and strong enough to support the claim.
RI.8.9	I can recognize how two or more texts can provide conflicting information on the same topic.
RI.8.9	I can identify where two or more texts on the same topic disagree on matters of fact or interpretation.
RI.8.9	I can describe how one author's interpretation of a topic can be different from another author's depending on how facts are interpreted.
W.8.1	I can develop a logical argument to support claims.
W.8.1.a	I can introduce a claim.
W.8.1.a	I can acknowledge and distinguish the claim(s) from alternate or opposing claims.
W.8.1.a	I can organize the reasons and evidence for a claim logically.
W.8.1.b	I can support a claim with logical reasoning and relevant evidence, using accurate, credible sources, and demonstrate an understanding of the topic or text.
W.8.1.c	I can clarify relationships among claims, evidence and counterclaims.
W.8.1.d	I can establish and maintain formal style.
W.8.1.e	I can write a concluding statement that supports the presented argument.
W.8.2	I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of content.
W.8.2.a	I can introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information into categories; include formatting, graphics, and multimedia when useful to aiding comprehension.
W.8.2.b	I can develop a topic with facts, definitions, details, and quotations.
W.8.2.c	I can use appropriate and varied transitions.
W.8.2.d	I can use precise language and specific vocabulary to inform or explain.
W.8.2.e	I can establish and maintain formal style.
W.8.2.f	I can write a concluding statement that supports the presented argument.
W.8.3	I can define narrative and describe the basic parts of the plot (exposition, rising action, climax, falling action, and resolution).
W.8.3	I can write a narrative to expand on experiences or events.

W.8.3	I can engage the reader by introducing the narrator, characters, setting and the event that starts the story in motion.
W.8.3	I can organize events in a logical sequence.
W.8.3	I can use narrative techniques (e.g. dialogue, pacing and description) to develop my writing.
W.8.3	I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all the loose ends and leaves the reader satisfied).
W.8.4	I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience.
W.8.4	I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.
W.8.5	I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists).
W.8.5	I can apply revision strategies (reading aloud, adding and deleting details, working with a partner, etc) to my writing.
W.8.5	I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
W.8.5	I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
W.8.5	I can analyze my writing to determine if my purpose and audience have been fully addressed.
W.8.6	I can use technology to produce and publish my writing.
W.8.6	I can collaborate with peers, teacher and other experts through technology to make my writing better
W.8.8	I can gather relevant information from many sources.
W.8.8	I can determine whether the information from a source is credible by reviewing who wrote it, when it was written and why it was written.
W.8.8	I can quote the information from a source and cite the source using our citation format.
W.8.8	I can paraphrase information without plagiarizing and cite the source using our citation format.
W.8.8	I can define plagiarism.
W.8.9	I can determine textual evidence that supports my analysis, reflection, and/or research.
W.8.10	I can determine a writing format/style to fit my task, purpose, or audience.
SL.8.1	I can engage in discussions (one-on-one, groups, teacher-led) with diverse partners on grade 8 topics, text and issues.
SL.8.1	I can build on others' ideas and clearly express my own ideas.
SL.8.1.a	I can prepare for discussions by reading or researching what will be covered.
SL.8.1.a	I can draw on my preparations during the discussion by giving evidence and sharing ideas.
SL.8.1.b	I can follow the rules of discussions and decision-making, track discussion progress, and assign roles if needed.
SL.8.1.c	I can ask questions based on the ideas of other speakers.
SL.8.1.c	I can answer others' questions with evidence, observations, and ideas.
SL.8.1.d	I can respect and consider new information given by others.
SL.8.1.d	I can confirm or adjust viewpoints (my own and others') based on listening to new evidence.
SL.8.2	I can identify various purposes for presenting information to a reader of audience (to inform, persuade, describe, etc).
SL.8.2	I can evaluate the motives behind various presentations.
SL.8.3	I can identify the side of an argument a speaker presents.
SL.8.3	I can determine the credibility of the author and his or her purpose.
SL.8.3	I can identify claims that are supported by fact and those that are opinions.
SL.8.3	I can evaluate if a speaker's argument is reasonable using evidence he/she provides to support the claim.

SL.8.3	I can identify if a speaker has introduced irrelevant evidence to support his/her claim or argument.
SL.8.4	I can support my claims with relevant evidence, valid reasoning, and well-chosen details.
SL.8.4	I can present information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	I can clarify information using the appropriate media component or visual display.
SL.8.5	I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal).
L.8.1	I can use and identify correct grammar in writing and speaking.
L.8.1.B	I can form and use verbs in the active and passive voice.
L.8.1.C	I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1.D	I can recognize and use consistent verb tense.
L.8.2	I can determine when to capitalize words.
L.8.2	I can determine when to use a comma, ellipsis, or dash to indicate a pause or break.
L.8.2	I can identify misspelled words and use resources to assist in spelling correctly.
L.8.3	I can create sentences with verbs in the active voice and in the passive voice.
L.8.3	I can create sentences with verbs in the conditional mood and the subjunctive mood.
L.8.4	I can infer the meaning of unknown words using context clues.
L.8.4	I can use strategies to determine the meaning of unknown and multiple-meaning words.
L.8.4	I can demonstrate a command of how figurative language (eg. simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, etc.), word relationships and nuances (e.g. denotation/connotation) affect word meanings.
L.8.4	I can use reference materials, both print and digital, to find the meaning or pronunciation of a word.
L.8.5	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, etc.)
L.8.5	I can tell the difference between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
L.8.5	I can recognize the difference between denotative meaning (dictionary definition) and connotative meaning (feelings created by words).