**Reading Literacy Standards – “I CAN” Statements**

 

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)

 

**Reading Informational Text Standards – “I CAN” Statements**

 

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 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)

 

**Writing Standards – “I CAN” Statements**

 

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)

 

**Speaking and Listening Standards – “I CAN” Statements**

 

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)

 

**Language Standards – “I CAN” Statements**

 

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)

 