

Eighth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RL 1-1
	2	I can determine the theme of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text.	RL 2-2
	2	I can analyze the relationship of the theme to the characters, setting, and plot of a text.	RL 2-3
	2	I can give an objective summary of a text.	RL 2-4
	3	I can analyze how dialogue or specific incidents reveal information about characters or	RL 3-1
		move the plot forward.	
	4	I can determine the figurative and connotative meaning of words and phrases based on	RL 4-1
		how they are used in a text.	
	4	I can analyze the impact word choice on the meaning or tone of a text.	RL 4-2
	5	I can compare and contrast the structure of two or more texts.	RL 5-1
	5	I can analyze how the form or structure of a text contributes to its meaning and style.	RL 5-2
	6	I can analyze how differences in point of view create suspense or humor.	RL 6-1
	7	I can analyze how a production of a text differs from the written text and evaluate the	RL 7-1

		choices made by the director/actors.	
	8	Not applicable to literature.	
	9	I can analyze how a modern work of fiction uses themes, patterns, or character types from traditional stories, myths, and/or the Bible.	RI 9-1
	10	I can read and comprehend literature at the eighth grade level.	RI 10-1
Reading:	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RI 1-1
Informational Text	2	I can determine two or more central ideas and analyze their development over the course of the text, including how supporting ideas are used.	RI 2-1
	2	I can give an objective summary of the text.	RI 2-2
	3	I can analyze how a text makes connections/distinctions between individuals, ideas, and/or events.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 8 text.	RI 4-1
	4	I can analyze how the words the author chooses affects the meaning or tone of the text.	RI 4-2
	5	I can analyze the structure of a specific paragraph of text, telling how each sentence is important in the development of the concept.	RI 5-1
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can analyze how an author acknowledges/responds to conflicting viewpoints or evidence.	RI 6-3
	7	I can evaluate the advantages/disadvantages of using a particular medium to present a specific topic.	RI 7-1
	8	I can trace and evaluate the argument and claims in a text.	RI 8-1
	8	I can assess whether an author's reasoning is sound and whether he has enough evidence	RI 8-2

		to support the claims he makes.	
	8	I can recognize when an author uses irrelevant evidence.	RI 8-3
	9	I can analyze a time when two text present information about a topic that conflicts. I can	RI 9-1
		determine whether the problem is with facts or interpretation of the ideas.	
	10	I can read and comprehend informational text appropriate for eighth grade.	RI 10-1
Writing	1	I can write an argument with clear reasons and relevant evidence, where I:	W 1-1
		a - introduce claims, acknowledge and distinguish my claims from opposing claims, and	
		organize the reasons/evidence logically,	
		b - support claims with logical and relevant reasons, use credible sources and demonstrate	
		understanding of the topic,	
		c - use words, phrases, and clauses to create cohesion and clarify relationships,	
		d - establish and maintain a formal style, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines a topic and convey ideas, where I:	W 2-1
		a - introduce a topic, organize ideas with appropriate structure, include formatting,	
		graphics, and multimedia when useful,	
		b - use facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate transitions to create cohesion and clarify relationships,	
		d - use precise language and vocabulary to explain about the topic,	
		e - establish and maintain a formal style, and	
		f - provide a concluding statement or section that supports the information presented.	
	3	I can write a real or imagined narrative with descriptive details and effective technique,	W 3-1
		where I:	

		a - establish a context and point of view, introduce a narrator and/or characters, and	
		organize a logical event sequence,	
		b - use dialogue, descriptions, pacing, and reflection to develop events and characters,	
		c - use transitional words, phrases, and clauses to convey sequence, signal shifts, and relationships,	
		d - use precise words and phrases and sensory details and language to convey experiences	
		and events, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are	W 4-1
		appropriate for eighth grade tasks, purposes, and audiences.	
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	5	I can try new approaches and focus on addressing my purpose and audience in my writing.	W 5-2
	6	I can use technology to produce and publish my work, and present relationships among	W 6-1
		ideas.	
	6	I can use the Internet to interact and collaborate with my peers on writing projects.	W 6-2
	7	I can conduct short research projects, that use several sources to answer a specific question.	W 7-1
	7	I can generate additional focused questions, if needed, during my research.	W 7-2
	8	I can gather information from multiple sources (print and digital) and assess credibility and	W 8-1
		accuracy of those sources.	
	8	I can correctly quote or paraphrase information found for my finished work.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in	W 9b-1
		my writing.	
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1

Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	SL 1b-1
	1c	I can ask questions that connect ideas of several speakers and respond to others with relevant evidence or ideas.	SL 1c-1
	1d	I can acknowledge new ideas expressed in discussion and modify my views if needed.	SL 1d-1
	2	I can analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.	SL 2-1
	3	I can identify a speaker's argument and specific claims.	SL 3-1
	3	I can evaluate the soundness of reasoning and relevance/sufficiency of evidence presented.	SL 3-2
	3	I can identify when irrelevant evidence is introduced.	SL 3-3
	4	I can present important findings in a coherent manner using relevant evidence, valid reasoning, and appropriate details.	SL 4-1
	4	I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL 4-2
	5	I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2
Language	1a	I can explain the function of verbal.	L 1a-1
	1b	I can form and use verbs in the active and passive voice.	L 1b-1
	1c	I can form and use verbs in the indicative, imperative, interrogative, conditional, and	L 1c-1

		subjunctive mood.	
	1d	I can recognize and correct inappropriate shifts in verb voice and mood.	L 1d-1
	2a	I can use punctuation to indicate a pause or a break.	L 2a-1
	2b	I can use an ellipsis to indicate an omission.	L 2b-1
	2c	I can spell correctly.	L 2c-1
	3a	I can use verbs in all voices and manners.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, or part of speech of a	L 4c-1
		word.	
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5b	I can use the relationships between words to better understand each word's meaning.	L 5b-1
	5c	I can distinguish among connotations and denotations of words.	L 5c-1
	6	I can use vocabulary appropriate to eighth grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for	L 6-2
		comprehension and/or expression.	