

8th Grade ELA				8th Grade ELA			
Module	Unit 1	Module	Unit 2	Module	Unit 3		
Unit Name	Taking a Stand	Unit Name	The Civil Rights Movement and the Little Rock Nine	Unit Name	Sustainability of the US Food Supply Chain		
Domain	Reading Literature / Argument Writing	Domain	Reading Informational Text / Informational Writing	Domain	Reading Informational Text / Research / Argument Writing		
Days	51	Days	51	Days	51		
Testing Dates		Testing Dates		Testing Dates			
Standards	Power Standards (Assessed)	I Can Statements	Standards	Power Standards (Assessed)	I Can Statements	Standards	
RL.8.1	Cite the textual evidence that most strongly supports my analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I can cite the best textual evidence to support my analysis of what the text says explicitly. I can cite the best textual evidence to support my inferences of the text.	RI.8.1	
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	I can determine the theme or central idea of a text. I can analyze how it is developed over the course of a text. I can analyze the relationship of the theme or central idea to the characters, setting, and plot. I can provide an objective summary of the text.	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I can evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RL.8.6	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or cause a decision.	I can analyze how lines of dialogue or incidents in a story or drama move the action, reveal aspects of a character, or cause a decision.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	I can analyze a case in which two or more texts provide conflicting information on the same topic. I can identify where the texts disagree on matters of fact or interpretation.	RI.8.8	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases as they are used in a text. I can determine the figurative and connotative meanings of words. I can analyze how specific word choices impact the meaning and tone, including analogies or allusions to other texts.	W.8.1	Write arguments to support claims with clear reasons and relevant evidence	I can write an argument to support my claim with clear reasons and relevant evidence.	RI.8.9	
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	I can compare and contrast the structure of two or more texts and analyze how the different structure of each texts adds to its meaning and style.	W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	I can introduce my claim(s), acknowledge and distinguish my claim from opposing or alternate claim(s), and organize the reasons and evidence logically.	W.8.1	
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I can determine an author's point of view or purpose in a text. I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	I can support my claim(s) with logical reasoning and relevant evidence. I can use accurate and credible sources. I can demonstrate an understanding of the topic or text through my selection of evidence.	W.8.1.A	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	I can analyze the extent to which a filmed or live production of a story or drama stays true to the text or script. I can evaluate the choices made by the director or actors.	W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and communicate ideas, concepts, and information by choosing, organizing, and analyzing relevant content.	W.8.1.B	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	I can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	W.8.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I can introduce a topic by previewing what is to come, organize ideas, concepts, and information into broader categories; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when it will help comprehension	W.8.1.C	
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	I can determine a central idea of a text. I can analyze its development over the course of the text, including its relationship to supporting idea. I can provide an objective summary of the text.	W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with well-chosen relevant facts, definitions, concrete details, quotations, or other information and examples.	W.8.1.D	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	I can analyze in detail the structure of a specific paragraph in a text. I can analyze the role of particular sentences in developing and refining a key concept.	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.1.E	
RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I can determine an author's point of view or purpose in a text. I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing my own clearly.	W.8.7	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence	I can write an argument to support my claim with clear reasons and relevant evidence.	SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence in the topic, text, or issue to probe and reflect on ideas under discussion.	I can come to discussions prepared by having read or researched the material. I can use that preparation by referring to evidence on the topic, text, or issue so that I can probe and reflect on the ideas under discussion.	W.8.8	
W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	I can introduce my claim(s), acknowledge and distinguish my claim from opposing or alternate claim(s), and organize the reasons and evidence logically.	SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.	W.8.9	
W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	I can support my claim(s) with logical reasoning and relevant evidence. I can use accurate and credible sources. I can demonstrate an understanding of the topic or text through my selection of evidence.	SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	I can pose questions that connect the ideas of several speakers. I can respond to others' questions and comments with relevant evidence, observations, and ideas.	W.8.9.B	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	I can write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	I can acknowledge new information expressed by others. When warranted, I can qualify or justify my own views in light of the evidence presented.	SL.8.2	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	I can present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.3	
W.8.9.A	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	I can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new".	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can demonstrate my command of standard English grammar and usage when writing or speaking.	SL.8.4	
L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I can use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L.8.1.A	Explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.	I can explain the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences.	SL.8.5	

L.8.2.B	Use an ellipsis to indicate an omission.	I can use an ellipsis to indicate an omission.	L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.*	I can recognize and correct inappropriate shifts in verb voice and mood.	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	I can adapt my speech to a variety of contexts and tasks. I can demonstrate a command of formal English when indicated or appropriate.
L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.	I can interpret figures of speech (e.g., verbal irony, puns) in context.	L.8.2.C	Spell correctly.	I can spell correctly.	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	I can determine or clarify the meaning of unknown and multiple-meaning words or phrases based on the content, flexibly choosing from a range of strategies.
	#N/A	#N/A	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use my knowledge of language and its conventions when writing, speaking, reading, or listening.	L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
	#N/A	#N/A	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can demonstrate my understanding of figurative language, word relationships, and nuances in word meanings.	L.8.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I can consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word, determine or clarify its precise meaning or its part of speech.
	#N/A	#N/A		#N/A	#N/A	L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I can verify the preliminary determination of the meaning of a word or phrase by checking the context or in a dictionary.
Standards	Supporting Standards	I Can Statements	Standards	Supporting Standards	I Can Statements	Standards	Supporting Standards	I Can Statements
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	By the end of the year, I can read and understand grade level literature.	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	I can analyze how lines of dialogue or incidents in a story or drama move the action, reveal aspects of a character, or cause a decision.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	I can determine a central idea of a text. I can analyze its development over the course of the text, including its relationship to supporting ideas. I can provide an objective summary of the text.
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I can cite the best textual evidence to support my analysis of what the text says explicitly. I can cite the best textual evidence to support my inferences of the text.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	I can determine a central idea of a text. I can analyze its development over the course of the text, including its relationship to supporting ideas. I can provide an objective summary of the text.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases within a text. I can determine the figurative, connotative, and technical meaning of words. I can analyze how specific word choices impact the meaning and tone, including analogies or allusions to other texts.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases within a text. I can determine the figurative, connotative, and technical meaning of words. I can analyze how specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	I can analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I can evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases within a text. I can determine the figurative, connotative, and technical meaning of words. I can analyze how specific word choices impact the meaning and tone, including analogies or allusions to other texts.	W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. I can focus on how well purpose and audience have been addressed.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	I can write an argument to support my claim with clear reasons and relevant evidence.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I can determine an author's point of view or purpose in a text. I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I can acquire and accurately use grade-appropriate general academic and domain-specific words or phrases. I can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	I can use words, phrases, and clauses to create a cohesive whole and clarify the relationships among claim(s), reasons, and evidence.	W.8.1	Write arguments to support claims with clear reasons and relevant evidence	I can write an argument to support my claim with clear reasons and relevant evidence.		#N/A	#N/A
W.8.1.D	Establish and maintain a formal style.	I can use a formal style of writing.	W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	I can use words, phrases, and clauses to create a cohesive whole and clarify the relationships among claim(s), reasons, and evidence.		#N/A	#N/A
W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	I can provide a concluding statement or section that fits in with and supports my argument.	W.8.1.D	Establish and maintain a formal style.	I can use a formal style of writing.		#N/A	#N/A
W.8.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	I can write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	I can provide a concluding statement or section that fits in with and supports my argument.		#N/A	#N/A
W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I can engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and communicate ideas, concepts, and information by choosing, organizing, and analyzing relevant content.		#N/A	#N/A
W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	I can use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	I can use a variety of appropriate transitions to create a cohesive whole and make clear the relationships among ideas and concepts.		#N/A	#N/A
W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and events.	I can use a variety of transition words, phrases, and clauses to communicate sequence, signal when time frames or settings are shifting, and show relationships among experiences and events.	W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about or explain the topic.		#N/A	#N/A
W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	I can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and to convey experiences and events.	W.8.2.E	Establish and maintain a formal style.	I can use a formal style of writing.		#N/A	#N/A
W.8.3.E	Provide a conclusion that follows from or reflects on the narrated experiences or events.	I can provide a conclusion that fits with or reflects on the narrated experiences or events.	W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	I can provide a concluding statement or section that fits in with and supports the information or explanation presented.		#N/A	#N/A
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. I can focus on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. I can focus on how well purpose and audience have been addressed.	W.8.9.A	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. I can describe how the modern work makes the material new").	I can analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. I can describe how the modern work makes the material new.		#N/A	#N/A
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	I can outline and evaluate an argument and its specific claims in a text. I can assess whether the reasoning is sound and the evidence is relevant and sufficient. I can recognize when irrelevant evidence is introduced.		#N/A	#N/A

W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound. I can assess whether the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	I can outline and evaluate an argument and its specific claims in a text. I can assess whether the reasoning is sound. I can assess whether the evidence is relevant and sufficient. I can recognize when irrelevant evidence is introduced.	L.8.1.B	Form and use verbs in the active and passive voice.	I can form and use verbs in the active and passive voice.		#N/A	#N/A
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners. I can build on others' ideas and express my own ideas clearly.	L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		#N/A	#N/A
SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I can come to discussions prepared by having read or researched the material. I can use that preparation by referring to evidence on the topic, text, or issue so that I can probe and reflect on the ideas under discussion.	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can demonstrate command of standard English capitalization, punctuation, and spelling when writing.		#N/A	#N/A
SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.	L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I can use punctuation (comma, ellipsis, dash) to indicate a pause or break.		#N/A	#N/A
SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	I can pose questions that connect the ideas of several speakers. I can respond to others' questions and comments with relevant evidence, observations, and ideas.	L.8.2.B	Use an ellipsis to indicate an omission.	I can use an ellipsis to indicate an omission.		#N/A	#N/A
SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	I can acknowledge new information expressed by others. When warranted, I can qualify or justify my own views in light of the evidence presented.	L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	I can use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).		#N/A	#N/A
L.8.2.C	Spell correctly.	I can spell correctly.	L.8.5.A	Interpret figures of speech (e.g. verbal irony, puns) in context.	I can interpret figures of speech (e.g., verbal irony, puns) in context.		#N/A	#N/A
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	I can determine or clarify the meaning of unknown and multiple-meaning words or phrases based on the content, flexibly choosing from a range of strategies.	L.8.5.B	Use the relationship between particular words to better understand each of the words.	I can use the relationship between particular words to better understand each of the words.		#N/A	#N/A
L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	I can distinguish among the connotations (associations) of words with similar denotations (definitions).		#N/A	#N/A
L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		#N/A	#N/A		#N/A	#N/A
L.8.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I can consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) (printed and digital) to find the pronunciation of a word, determine or clarify its precise meaning or its part of speech.		#N/A	#N/A		#N/A	#N/A
L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I can verify the preliminary determination of the meaning of a word or phrase by checking the context or in a dictionary.		#N/A	#N/A		#N/A	#N/A
L.8.5.B	Use the relationship between particular words to better understand each of the words.	I can use the relationship between particular words to better understand each of the words.		#N/A	#N/A		#N/A	#N/A
L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	I can distinguish among the connotations (associations) of words with similar denotations (definitions).		#N/A	#N/A		#N/A	#N/A
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		#N/A	#N/A		#N/A	#N/A
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases as they are used in a text. I can determine the figurative and connotative meanings of words. I can analyze how specific word choices impact the meaning and tone, including analogies or allusions to other texts.		#N/A	#N/A		#N/A	#N/A
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases as they are used in a text. I can determine the figurative and connotative meanings of words. I can analyze how specific word choices impact the meaning and tone, including analogies or allusions to other texts.		#N/A	#N/A		#N/A	#N/A
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	I can determine the meaning of words and phrases as they are used in a text. I can determine the figurative and connotative meanings of words. I can analyze how specific word choices impact the meaning and tone, including analogies or allusions to other texts.		#N/A	#N/A		#N/A	#N/A