

School District of Loyal
English Language Arts
Grade: 8th
Student Learning Targets



Class: 8th Grade ELA

Students who demonstrate understanding can:

WI State Standards	Standard:	Student Learning Targets:
R.8.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.	<p><u>Informational</u> Students will be able to: Cite textual evidence. Make logical inferences.</p> <p><u>Literary</u> Students will be able to: Cite textual evidence. Make logical inferences.</p>
R.8.2	Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text.	<p><u>Informational</u> Students will be able to: Summarize a text of a variety of genres. Determine one or more themes/central ideas.</p> <p><u>Literary</u> Students will be able to: Summarize a text of a variety of genres. Determine one or more themes/central ideas.</p>
R.8.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text.	<p><u>Informational</u> Students will be able to: Determine the meaning of words and phrases. Determine the figurative meaning of words and phrases. Determine the connotative meaning of words and phrases.</p> <p><u>Literary</u> Students will be able to: Determine the meaning of words and phrases. Determine the figurative meaning of words and phrases. Determine the connotative meaning of words and phrases. Analyze the impact of rhyme and repetition.</p>

R.8.8	Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	<p>Informational</p> <p>Students will be able to:</p> <p>Trace the development of argument and claims in informational text.</p> <p>Evaluate the development of argument and claims in informational text.</p> <p>Assess the reasoning in informational texts.</p> <p>Recognize irrelevant evidence in informational texts.</p>
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<p>Students will be able to:</p> <p>Gather information from a variety of sources</p> <p>Accurately cite sources.</p>
SL.8.1 a.	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p>	<p>Students will be able to:</p> <p>Actively engage in group/class discussions.</p> <p>Bring evidence to support their thinking/claim.</p> <p>Listen to other points of views with an open mind.</p>
SL.8.4	Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	<p>Students will be able to:</p> <p>Present strong claims.</p> <p>Provide evidence and details related to themes.</p> <p>Communicate the theme in an engaging manner.</p>
L.8.3	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts;</p>	<p>Students will be able to:</p> <p>Know and understand figurative language.</p> <p>Know and understand connotative and denotative word meanings</p>

	when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.	
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