

Eighth Grade 2024 New SC ELA Standards I Can Statements

APPLICATIONS OF READING

ELA.8.AOR.1 Evaluate and critique key literary elements that enhance and deepen meaning within and across texts

INDICATOR	I CAN STATEMENT
ELA.8.AOR.1.1 Analyze how key elements contribute to the meaning of the text as a whole.	I can recall and define elements of plot, setting, and characters. I can analyze the impact of plot, setting, and characters on the text.
ELA.8.AOR 1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.	I can analyze how an author uses word choice to develop his/her tone. I can analyze how an author uses a text's setting and/or atmosphere to develop mood. I can explain the impact of an author's use of symbolism on the text. Prerequisite(s): I can define the most common types of figurative language. I can examine the impact of figurative language on character development and elements of the plot. I can define and differentiate mood and tone.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

INDICATOR	I CAN STATEMENT
ELA.8.AOR.2.1 Analyze how key details contribute to the development of two or more themes within and across literary texts.	I can analyze how the theme(s) is developed through characters, setting, and plot. Prerequisite(s): I can define theme in a literary work. I can determine theme(s) within a text.
ELA.8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	I can analyze the impact of supporting details in developing a central idea(s) of an informational text. Prerequisite(s): I can identify a central idea(s) within an informational text. I can identify supporting details in an informational text

ELA. AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

INDICATOR	I CAN STATEMENT
ELA.8.AOR.3.1 Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.	I can analyze how characters' actions and plot elements reveal dramatic irony. I can analyze how characters' actions and plot elements show suspense. . I can analyze how word choice and dialogue build suspense in a text. I can analyze how word choice and dialogue show dramatic irony in a text. Prerequisite(s): I can define point(s) of view of a literary text. I can define the perspective(s) of a literary text. I can define dramatic irony and suspense.

ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

INDICATOR	I CAN STATEMENT
ELA.8.AOR.4.1 Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	I can analyze a text to determine the author’s purpose. I can analyze the impact of rhetoric on revealing/showing the author’s perspective and purpose. Prerequisite(s): I can identify and define rhetorical appeals (ethos, pathos, and/or logos).

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

INDICATOR	I CAN STATEMENT
ELA.8.AOR.5.1 Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.	I can determine and explain the author's purpose in choosing a particular text structure (narrative, drama, or poem). I can determine and explain how an author's text structure builds suspense and/or creates mystery. Prerequisite(s): I can identify and analyze the author's use of time (flashback and foreshadowing)
ELA.8.AOR.5.2 Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	I can analyze the way the structure, order, and/or features of a particular text section (sentence, paragraph, chapter, or section) shows an author's purpose in an informational text. Prerequisite(s): I can define the five most common text structures (compare and contrast, descriptive, chronological, cause and effect, problem and solution)
ELA.8.AOR.5.3 Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text. Author's argument: claim, counterclaim, reason, and evidence Types of reasoning: inductive, deductive, and casual (it is not suggested that students memorize the specific names) Rhetorical appeals: ethos, pathos, or logos	I can trace the development of an author's argument in an informational text I can analyze how an author's use of rhetorical appeals develops his/her argument in an informational text.

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

INDICATOR

I CAN STATEMENT

ELA.8.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

I can summarize a text and share the summary with others.

I can paraphrase a text and share the paraphrasing with others.

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

INDICATOR

I CAN STATEMENT

ELA.8.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

- a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
- b. use background or prior knowledge to determine or clarify the meanings of words; and
- c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words

I can use a variety of strategies (context clues, prior knowledge, and reference materials) to determine and/or clarify word meaning and its function within a sentence and/or text.

I can use prior knowledge to better understand unknown words.

I can use resource/reference materials to better understand precise meanings, pronunciations, parts of speech, etymology, or common use of words.

ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.

INDICATOR

I CAN STATEMENT

ELA.8.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text; b. determine the relationship between particular words to better understand each of the words; and c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

I can interpret an author's use of figurative language, connotative language, and technical language in literary, informational, and multimedia texts.

I can analyze figures of speech in a text and determine the relationship between words.

I can analyze the different connotations of words with similar denotations.

Prerequisite:

I can identify figurative, connotative, and denotative language.

ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

INDICATOR	I CAN STATEMENT
ELA.8.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content. *Support for Greek and Latin roots can be found in the Vocabulary Support Document.	I can apply affixes (Greek and Latin roots) to better determine known words and define unknown words in grade-level content.

ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

INDICATOR	I CAN STATEMENT
ELA.8.AOR.10.1 Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media's portrayal of the text or subject impacts the audience.	I can evaluate a text or subject in multimedia formats (print, audio, film, etc.). I can analyze how each media's portrayal impacts the audience.

RESEARCH

ELA.R.1 Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

INDICATOR	I CAN STATEMENT
ELA.8.R.1.1 Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.	I can conduct short and sustained research to answer a generated research question on a topic I can use a variety of sources (print and multimedia) to find relevant information.
ELA.8.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	I can analyze a source's credibility and relevance to the topic.
ELA.8.R.1.3 Analyze findings to determine relevance to the topic.	I can analyze information to determine relevance to the topic.
ELA.8.R.1.4 Logically organize findings as relevant to the purpose.	I can organize relevant information to the research topic. I can implement relevant sources into my research.
ELA.8.R.1.5 Cite sources to avoid plagiarism.	I can cite text(s) using the title, author, publisher and publication year to avoid plagiarism. I can cite text(s) using direct quotes, page number, and speaker tags to avoid plagiarism. I can organize my sources in a structured Works Cited page to avoid plagiarism. Prerequisite: I can define and understand plagiarism.

COMMUNICATIONS

ELA. C.1: Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	I CAN STATEMENT
ELA.8.C.1.1 Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing: a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources; b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence; c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence; d. establish and maintain a tone appropriate to the task and audience; and e. provide a concluding statement or section that supports the argument presented.	I can write an argument that supports a claim with logical reasons and relevant evidence. I can use accurate and credible sources. I can acknowledge a counterclaim and provide a refutation with relevant evidence. I can use an organizational structure to show the relationship between evidence and reasoning. I can use transitions to connect and explain the relationships between the parts of the argument. I can use appropriate tones for the audience and task. I can write a conclusion that supports the argument.

ELA. C.2: Write informative/expository texts to analyze and explain complex ideas and information.

INDICATOR	I CAN STATEMENT
ELA.8.C.2.1 Write informative texts to examine a topic and analyze information from multiple sources. When writing: a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;	I can write an informative piece to examine a topic by analyzing information from multiple sources. I can present a topic with information using a specific text structure. I can develop a topic with relevant facts, definitions, details and/or quotes.

b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use varied transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.	I can use multiple transitions to explain the relationships between ideas and concepts. I can use appropriate tones for the audience and task. I can write a conclusion that supports the information.
---	--

ELA. C.3: Write narratives to develop real or imagined experiences using effective techniques.

INDICATOR	I CAN STATEMENT
ELA.8.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing: a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.	I can write a real or imagined narrative using relevant descriptive details with a sequential structure. I can produce an organized, well developed and stylized writing appropriate to the audience, purpose and task. I can establish a point of view while introducing narrators/characters. I can organize the plot in sequential order while incorporating transitions and time shifts. I can use dialogue, placing and description to develop characters, setting and plot. I can use precise words, figurative language and imagery to develop characters, setting and plot. I can write a conclusion that connects to the overall purpose of the narrative.

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

INDICATOR	I CAN STATEMENT
ELA.8.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization; b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission; c. use different types of verbals in sentences (gerunds, participles, infinitives); d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative); e. use appropriate parallel structure in words, phrases, and clauses; f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.	I can use a variety of sentence structures, grammar and convention to write compositions. I can use appropriate capitalizations. I can use commas, dashes and ellipsis when needed. I can use different types of verbs within sentences. I can determine the difference between active and passive voices along with grammatical moods. I can use appropriate parallel structures I can revise sentence structures. I can use a variety of resources to edit grammar.

ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

INDICATOR	I CAN STATEMENT
ELA.8.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.	

ELA.C.6: Write independently and legibly for a variety of tasks and purposes.

INDICATOR	I CAN STATEMENT
I can plan, edit, confer and revise for understanding and cohesiveness.	
ELA.8.C.6.1 This standard is not directly addressed after fifth grade	Not applicable for 8th Grade.

ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.

INDICATOR	I CAN STATEMENT
ELA.8.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools.	I can present claims and findings. I can express key ideas using relevant descriptions with facts, details and examples. I can use appropriate presentation expectations when presenting to class. I can convey a perspective with clear reasoning and valid evidence. I can use multimedia elements to support the presentation. I can use appropriate digital tools.
ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.	
INDICATOR	I CAN STATEMENT
ELA.8.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	I can be an active participant and listener in class discussions and collaborative projects. I can ask relevant and purposeful questions to continue discussions. I can respectfully acknowledge new ideas presented by peers. I can be open-minded and modify personal ideas when necessary. I can respectfully accept diverse perspectives and opinions on a variety of topics, texts, or issues. I can explain my opinion and support it with evidence.

ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.	
INDICATOR	I CAN STATEMENT
ELA.8.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker's argument and specific claims, evaluating the speaker's reasoning and relevance of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented.	I can analyze the effectiveness of the speaker's argument and specific claims. I can examine and determine if the author's evidence is relevant and reasoning is appropriate. I can analyze an author's argument for clarity and possible misconceptions or objections. I can examine if an author's argument uses a style appropriate for the audience.

OVERARCHING EXPECTATIONS

EXPECTATION	I CAN STATEMENT
ELA.8.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods of time.	I can read and write for a variety of academic and personal purposes for extended periods of time.
ELA.8.OE.2 Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.	I can gain knowledge and expand on my learning by reading, watching, and conversing. I can share my learning through writing, speaking, creating, and presenting.
ELA.8.OE.3 Make inferences to support comprehension.	I can make inferences to support my understanding of what I have read.
ELA.8.OE.4 Collaborate with others and use active listening skills.	I can actively listen and collaborate with classmates and teachers.
ELA.8.OE.5 Cite evidence to explain and justify reasoning.	I can use specific, sufficient, and relevant text evidence to justify my reasoning.
ELA.8.OE.6 Create quality work by adhering to an accepted format.	I can create quality work by following teacher specific expectations.