Literature

I can. . . . . .

Unit 1: Relationships

Learning Targets



 define textual evidence and inference as well as explain how a reader uses textual evidence to reach a logical conclusion. (RL.8.1)

 read closely and find answers in the text and those that require an inference. (RL.8.1)

 analyze an author’s words and determine the textual evidence that most strongly supports both

explicit and inferential questions. (RL.8.1)

 define theme and analyze plot to determine a theme. (RL.8.2)

 determine how key events, characters’ actions and interactions, and setting develop over the

course of the text to contribute to the theme. (RL.8.2)

 define summary and compose an objective summary stating key points of the text without adding my own opinions. (RL.8.2)

 identify particular lines of dialogue in a story or drama that propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

 identify particular incidents in a story or drama that propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

 recognize how making a change to one line of dialogue or one incident of a story or drama could affect the actions, aspects or a character, or decisions. (RL.8.3)

 define and identify various forms of figurative language and distinguish between literal and figurative meanings. (RL.8.4)

 recognize the difference between denotative and connotative meanings. (RL.8.4)

 analyze why authors choose specific words to evoke a particular meaning or tone. (RL.8.4)

 define and identify analogies and allusions and analyze why authors choose to include them. (RL.8.4)

 compare and contrast a filmed or live production of a story or drama and the original text or script. (RL.8.7)

 identify various techniques used in a filmed or live production of a story or drama. (RL.8.7)

 analyze how various techniques used in a filmed or live production of a story or drama can add to or change the experience of the audience. (RL.8.7)

 evaluate why directors choose to stay faithful to or depart from a text and/or script. (RL.8.7)

Informational Text

I can . . . . .

 define textual evidence and inference and explain how a reader uses textual evidence to reach a logical conclusion. (RI.8.1)

 read closely and find answers explicitly in text and answers that require an inference. (RI.8.1)

 analyze an author’s words and determine the textual evidence that most strongly supports both

explicit and inferential questions. (RI.8.1)

 define central idea and determine how an author’s use of details conveys two or more central

ideas in a text. (RI.8.2)

 analyze how supporting ideas contribute to the development of central ideas over the course of the text. (RI.8.2)

 define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings. (RI.8.2)

 define and identify various forms of figurative language and distinguish between literal and figurative meanings. (RI.8.4)

 recognize the difference between denotative and connotative meanings. (RI.8.4)

 recognize words that have technical meaning and understand their purpose in a specific text. (RI.8.4)

 analyze why authors choose words and phrases, including analogies and allusions to set the tone and create an overall meaning and mood for the reader. (RI.8.4)

 define point of view as how the author feels about the situation/topic of a text. (RI.8.6)

 determine an author’s point of view and explain his/her purpose for writing the text. (RI.8.6)

 analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

 explain how informational text is presented in different mediums. (RI.8.7)

 analyze a particular topic or idea and explore how authors use different mediums of presentation. (RI.8.7)

 evaluate the advantages and disadvantages of presenting a topic or idea in different mediums. (RI.8.7)

Writing

I can. . . . . .

 identify the writing style that best fits my task, purpose, and audience. (W.8.4)

 use organizational/formatting structures to develop my writing ideas. (W.8.4)

 compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (W.8.4)

 use prewriting strategies to formulate ideas and recognize that a well-developed piece of writing requires more than one draft. (W.8.5)

 apply revision strategies with the help of others. (W.8.5)

 edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. (W.8.5)

 analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary. (W.8.5)

 prepare multiple drafts using revisions and edits to develop and strengthen my writing. (W.8.5)

 recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (W.8.5)

 identify technology that will help me compose, edit, and publish my writing and determine the most efficient medium for presenting the relationships between information and ideas. (W.8.6)

 use technology to produce and publish my writing. (W.8.6)

 collaborate with peers, teachers, and other experts through technology to enhance my writing. (W.8.6)

 determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written. (W.8.8)

 use search terms effectively to gather information needed to support my research. (W.8.8)

 define plagiarism and determine when my research data or facts must be quoted in my writing. (W.8.8)

 avoid plagiarism by paraphrasing and/or summarizing my research findings. (W.8.8)

 follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing. (W.8.8)

 define and determine textual evidence that supports my analysis, reflection, and/or research. (W.8.9)

 compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.8.9)

 strengthen writing craft through use of the 6-Trait model. ( )



Speaking/Listening

I can. . . . . .

 review and/or research the material(s) to be discussed and determine key points and/or central ideas. (SL.8.1)

 create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. (SL.8.1)

 define the roles and rules necessary for collaborative discussions. (SL.8.1)

 come prepared with key points and textual evidence to contribute to a discussion. (SL.8.1)

 participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others. (SL.8.1)

 track the progress of a discussion and recognize when the discussion is getting off-topic. (SL.8.1)

 make relevant observations and use my ideas and comments to further the discussion. (SL.8.1)

 review the key ideas presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others. (SL.8.1)

 identify various purposes for presenting information to a reader or audience. (SL.8.2)

 analyze the information presented in a variety of media and formats to determine the purpose of the presentation. (SL.8.2)

 evaluate the motives behind various presentations. (SL.8.2)

 identify the side of an argument a speaker presents and determine the credibility of a speaker and his/her purpose. (SL.8.3)

 identify claims that are supported by facts(s) and those that are opinion(s). (SL.8.3)

 evaluate if a speaker’s argument is reasonable using evidence he/she provides to support his/her

claims. (SL.8.3)

 identify if a speaker has introduced irrelevant evidence when presenting his/her claim. (SL.8.3)

 determine if a speaker has provided enough relevant evidence to support his/her claim or argument. (SL.8.3)

 determine important points and emphasize them when presenting my claims and/or findings. (SL.8.4)

 support my claims and/or findings with relevant evidence, sound valid reasoning, and well- chosen details. (SL.8.4)

 present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)

Language

I can. . . .

 explain the difference between verbs in the active and passive voice and create sentences with each of them. (L.8.1)

 identify and correct inappropriate shifts in verb voice. (L.8.1)

 determine when to use a comma or commas, ellipsis, dash or dashes to indicate a pause or a break. (L.8.2)

 use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence. (L.8.2)

 infer the meaning of unknown words using context clues. (L.8.4)

 break down unknown words into units of meaning to infer the definition of the unknown word. (L.8.4)

 verify my inferred meaning of an unknown word by consulting general and specialized reference materials. (L.8.4)

 define and identify various forms of figurative language and distinguish between literal meaning and figures of speech. (L.8.5)

 recognize word relationships and use the relationships to further understand multiple words. (L.8.5)

 recognize the difference between denotative and connotative meanings. (L.8.5)

 analyze how certain words and phrases that have similar denotations can have very different connotations. (L.8.5)

 recognize the difference between general academic and domain-specific words and phrases. (L.8.6)

 acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression. (L.8.6)