Literature

I can. . . . . .

Unit 2: Journey

Learning Targets



 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 . . . . .

 explain how the individuals, events, and/or ideas in a text affect one another. (RI.8.3)

 analyze connections and distinctions between individuals, events, and/or ideas in a text. (RI.8.3)

 analyze how an author makes connections and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI.8.3)

 analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept. (RI.8.5)

 analyze and explain how the role of particular sentences help to develop and refine the author’s

key concept. (RI.8.5)

 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 a topic that causes or has caused a debate in society. (W.8.1)

 choose a side of the argument and identify reasons that support my choice. (W.8.1)

 determine the credibility of a source and the accuracy of the details presented in the source. (W.8.1)

 support my argument with textual evidence found in credible sources. (W.8.1)

 acknowledge counterclaims in my argument. (W.8.1)

 present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. (W.8.1)

 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)

 recognize that different writing tasks require varied time frames to complete. (W.8.10)

 determine a writing format/style to fit my task, purpose, and/or audience. (W.8.10)

 write for a variety of reasons. (W.8.10)

 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 discussion. (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 appropriate, 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. (SL.8.3)

 determine the credibility of a speaker and his/her purpose. (SL.8.3)

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

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 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. . . .

 determine when to capitalize words. (L.8.2)

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

 recognize and define common Greek and Latin affixes and roots. (L.8.4)