

Brookings School District 5-1
8th Grade
Curriculum
2010-2011

Unit: Grammar							
Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall: Writing and Grammar Textbook Prentice Hall: Writing and Grammar Workbook	8.W.2.1 Students can edit text for <u>run-on</u> <u>sentences and</u> <u>fragments.</u> (Application)	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 • I can combine sentences. 8.W.2.1 • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 • I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 	Daily Assignments Compositions Quizzes Tests	X	X	X	X
	8.W.2.2 Students can identify and	<ul style="list-style-type: none"> • I can identify and incorporate verbs in the writing process. 	Daily Assignments Compositions Quizzes	X	X	X	X

	incorporate <u>adverbs</u> in the writing process. (Application)	8.W.2.2 <ul style="list-style-type: none"> • I can identify and incorporate adjectives in the writing process. 8.W.2.2 • I can define, find, and use adverbs correctly in my writing. 8.W.2.2 • I can distinguish between proper use of adjectives and adverbs. 8.W.2.2 	Tests				
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Unit: Daily Oral Language

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Great Source	8.W.2.1 Students can edit text for <u>run-on sentences</u> and <u>fragments</u> . (Application)	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 • I can combine sentences. 8.W.2.1 • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 	Worksheets Quizzes	X	X	X	X

		<ul style="list-style-type: none"> I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 					
Unit: Vocabulary							
Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall: Literature Word-A-Day 100 Words Every High School Freshmen Should Know	8.R.1.1 Students can apply <u>contextual</u> knowledge of <u>word origins</u> to extend vocabulary. (Application)	<ul style="list-style-type: none"> I can transfer knowledge of word origins to unfamiliar words. 8.R.1.1 I can use context clues to determine meanings of unfamiliar words. 8.R.1.1 I can apply knowledge of prefixes, suffixes, and roots to extend vocabulary. 8.R.1.1 	Note cards Worksheets Quizzes Tests	X	X	X	X
Unit: Short Story							
Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Prentice Hall: Literature McDougal Littell: Literature & Language	8.R.1.1 Students can apply <u>contextual</u> knowledge of <u>word origins</u> to extend vocabulary.	<ul style="list-style-type: none"> I can transfer knowledge of word origins to unfamiliar words. 8.R.1.1 I can use context clues to determine meanings of unfamiliar words. 8.R.1.1 I can apply knowledge of 	Class Discussions Worksheets Quizzes	X	X	X	X

	(Application)	prefixes, suffixes, and roots to extend vocabulary. 8.R.1.1					
	8.R.2.1 Students can analyze text using <u>comprehension strategies</u> . (Analysis)	<ul style="list-style-type: none"> • I can make sure I understand what I'm reading while I'm reading it. 8.R.2.1 • I can make connections to the text (text to text / text to self / text to world). 8.R.2.1 • I can ask questions to clarify meaning. 8.R.2.1 • I can determine importance of ideas and details. 8.R.2.1 • I can make inferences. 8.R.2.1 • I can use the five senses to clarify meaning. 8.R.2.1 • I can activate prior knowledge and combine it with new information to create meaning. 8.R.2.1 • I can use given information to make predictions. 8.R.2.1 • I can differentiate among question types (eg – main idea / factual / inferential / contextual) 8.R.2.1 	Class Discussions Study Guides Graphic Organizers Quizzes Tests				
	8.R.2.2 Students can read fluently to comprehend grade-	<ul style="list-style-type: none"> • I can determine purpose for reading (enjoyment or information). 8.R.2.2 • I can adjust my reading speed 	Class Discussions Study Guide				

	<p>level text.</p> <p>(Application)</p>	<p>for different types of text.</p> <p>8.R.2.2</p> <ul style="list-style-type: none"> • I can self-monitor my reading to check for understanding. <p>8.R.2.2</p> <ul style="list-style-type: none"> • I can read with appropriate expression. 8.R.2.2 • I can read according to punctuation. 8.R.2.2 • I can read the text as written accurately and smoothly. <p>8.R.2.2</p>				
	<p>8.R.3.1 Students can examine the author's use of <u>literary elements</u> in fiction, nonfiction, drama, and poetry.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can analyze character development. 8.R.3.1 • I can analyze how setting, character, conflict, and resolution support theme. <p>8.R.3.1</p> <ul style="list-style-type: none"> • I can analyze the author's purpose. 8.R.3.1 • I can analyze the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). 8.R.3.2 • I can analyze point of view. <p>8.R.3.2</p>	<p>Class Discussions</p> <p>Study Guide</p> <p>Graphic Organizers</p> <p>Quizzes</p> <p>Tests</p>			
	<p>8.R.3.2 Students can examine the effects of</p>	<ul style="list-style-type: none"> • I can analyze the use of similes and how they 	<p>Class Discussions</p> <p>Study Guides</p> <p>Graphic Organizers</p>			

	<p>the author's use of literary devices.</p> <p>(Analysis)</p>	<p>contribute to meaning. 8.R.3.2</p> <ul style="list-style-type: none">• I can analyze the use of metaphors and how they contribute to meaning. 8.R.3.2• I can analyze the use of idioms and how they contribute to meaning. 8.R.3.2• I can analyze the use of personification and how it contributes to meaning. 8.R.3.2• I can analyze the use of hyperbole (exaggeration) and how it contributes to meaning. 8.R.3.2• I can analyze the use of alliteration. 8.R.3.2• I can analyze the use of onomatopoeia. 8.R.3.2• I can analyze the use of dialogue. 8.R.3.2• I can analyze the use of dialect and how it contributes to meaning. 8.R.3.2• I can analyze the use of foreshadowing and how it contributes to meaning. 8.R.3.2• I can analyze the use of	<p>Quizzes</p> <p>Tests</p>				
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		<p>flashbacks and how they contribute to meaning. 8.R.3.2</p> <ul style="list-style-type: none"> • I can analyze the use of allusion and how it contributes to meaning. 8.R.3.2 					
	<p>8.R.5.3 Students can combine new information with <u>existing knowledge</u> to enhance understanding.</p> <p>(Synthesis)</p>	<ul style="list-style-type: none"> • I can activate prior knowledge to enhance understanding. 8.R.5.3 • I can compare and contrast prior knowledge with new information. 8.R.5.3 • I can incorporate new information to other subject areas. 8.R.5.3 	<p>Class Discussions</p> <p>Journaling</p> <p>Graphic Organizers</p>				
	<p>8.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, <u>expository</u>, and <u>persuasive</u> text of five paragraphs.</p> <p>(Synthesis)</p>	<ul style="list-style-type: none"> • I can narrow my topic. 8.W.1.1 • I can prewrite by webbing, brainstorming, or listing. 8.W.1.1 • I can write a topic sentence. 8.W.1.1 • I can write using specific details that support my topic sentence. 8.W.1.1 • I can write an introductory paragraph. 8.W.1.1 • I can use transition words to sequence and organize my 	<p>Compose short story</p>				

		<p>sentence beginnings, length, and structure. 8.W.1.2</p> <ul style="list-style-type: none"> • I can use feedback to improve writing. 8.W.1.2 					
	<p>8.W.2.1 Students can edit text for <u>run-on sentences</u> and <u>fragments</u>. (Application)</p>	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 • I can combine sentences. 8.W.2.1 • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 • I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 	Compose short story				
	<p>8.W.2.2 Students can identify and incorporate <u>adverbs</u> in the writing process. (Application)</p>	<ul style="list-style-type: none"> • I can identify and incorporate verbs in the writing process. 8.W.2.2 • I can identify and incorporate adjectives in the writing process. 8.W.2.2 • I can define, find, and use 	Compose short story				

		adverbs correctly in my writing. 8.W.2.2 <ul style="list-style-type: none"> I can distinguish between proper use of adjectives and adverbs. 8.W.2. 					
Unit: Novel: <i>Roll of Thunder, Hear My Cry</i>							
Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
<i>Roll of Thunder, Hear My Cry</i> novel Latitudes: <i>Roll of Thunder, Hear My Cry</i> Literature Connections: <i>Roll of Thunder, Hear My Cry</i> Perfection Learning: (Alternative Assessment) <i>Roll of Thunder, My Cry</i>	8.R.1.1 Students can apply <u>contextual knowledge of word origins</u> to extend vocabulary. (Application)	<ul style="list-style-type: none"> I can transfer knowledge of word origins to unfamiliar words. 8.R.1.1 I can use context clues to determine meanings of unfamiliar words. 8.R.1.1 I can apply knowledge of prefixes, suffixes, and roots to extend vocabulary. 8.R.1.1 	Class Discussions Worksheets		X	X	
	8.R.2.1 Students can analyze text using <u>comprehension strategies</u> .	<ul style="list-style-type: none"> I can make sure I understand what I'm reading while I'm reading it. 8.R.2.1 I can make connections to the text (text to text / text to self / 	Class Discussions Study Guide Graphic Organizers Worksheets				

	(Analysis)	<p>text to world). 8.R.2.1</p> <ul style="list-style-type: none"> • I can ask questions to clarify meaning. 8.R.2.1 • I can determine importance of ideas and details. 8.R.2.1 • I can make inferences. 8.R.2.1 • I can use the five senses to clarify meaning. 8.R.2.1 • I can activate prior knowledge and combine it with new information to create meaning. 8.R.2.1 • I can use given information to make predictions. 8.R.2.1 • I can differentiate among question types (eg – main idea / factual / inferential / contextual) 8.R.2.1 					
	<p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>(Application)</p>	<ul style="list-style-type: none"> • I can determine purpose for reading (enjoyment or information). 8.R.2.2 • I can adjust my reading speed for different types of text. 8.R.2.2 • I can self-monitor my reading to check for understanding. 8.R.2.2 • I can read with appropriate expression. 8.R.2.2 	Popcorn Reading				

		<ul style="list-style-type: none"> • I can read according to punctuation. 8.R.2.2 • I can read the text as written accurately and smoothly. 8.R.2.2 					
	8.R.3.1 Students can examine the author's use of <u>literary elements</u> in fiction, nonfiction, drama, and poetry. (Analysis)	<ul style="list-style-type: none"> • I can analyze character development. 8.R.3.1 • I can analyze how setting, character, conflict, and resolution support theme. 8.R.3.1 • I can analyze the author's purpose. 8.R.3.1 • I can analyze the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). 8.R.3.2 • I can analyze point of view. 8.R.3.2 	Class Discussion Study Guide Graphic Organizers Quizzes Test				
	8.R.3.2 Students can examine the effects of the author's use of <u>literary devices</u> . (Analysis)	<ul style="list-style-type: none"> • I can analyze the use of similes and how they contribute to meaning. 8.R.3.2 • I can analyze the use of metaphors and how they contribute to meaning. 8.R.3.2 • I can analyze the use of personification and how it contributes to meaning. 	Class Discussions Study Guide Graphic Organizers Worksheets				

		<p>8.R.3.2</p> <ul style="list-style-type: none"> • I can analyze the use of hyperbole (exaggeration) and how it contributes to meaning. 8.R.3.2 • I can analyze the use of dialogue. 8.R.3.2 • I can analyze the use of dialect and how it contributes to meaning. 8.R.3.2 • I can analyze the use of foreshadowing and how it contributes to meaning. 8.R.3.2 • I can analyze the use of flashbacks and how they contribute to meaning. 8.R.3.2 • I can analyze the use of allusion and how it contributes to meaning. 8.R.3.2 					
	<p>8.R.4.1 Students can compare and contrast literature from <u>different time periods</u> and <u>cultures</u> dealing with <u>similar themes</u> and <u>conflicts</u>.</p>	<ul style="list-style-type: none"> • I can identify a specific time period within a text. 8.R.4.1 • I can identify similar themes in text from different time periods and cultures. 8.R.4.1 • I can identify similar conflicts in text from different time periods and cultures. 8.R.4.1 	<p>Class Discussions Graphic Organizers Forecasting Project</p>				

	(Analysis)	<ul style="list-style-type: none"> • I can identify differences in text from different time periods and cultures. 8.R.4.1 • I can compare ideas, customs, and outlooks of a people within the context of the literature. 8.R.4.1 • I can contrast ideas, customs, and outlooks of a people within the context of the literature. 8.R.4.1 					
	8.R.5.1 Students can evaluate information and <u>author's purpose</u> about a topic gathered from <u>informational text</u> . (Evaluation)	<ul style="list-style-type: none"> • I can determine accuracy of information. 8.R.5.1 • I can determine credibility of the source. 8.R.5.1 • I can determine the author's purpose (to persuade, inform, entertain-PIE). 8.R.5.1 • I can describe how the type of informational source influences the information provided. 8.R.5.1 • I can identify primary and secondary sources. 8.R.5.1 • I can decide what is important as I read. 8.R.5.1 	Class Discussions Graphic Organizers Forecasting Project				
	8.R.5.3 Students can combine new information with	<ul style="list-style-type: none"> • I can activate prior knowledge to enhance understanding. 8.R.5.3 	Class Discussion Graphic Organizers Journaling Reflection Paper				

	<p><u>existing knowledge to enhance understanding.</u></p> <p>(Synthesis)</p>	<ul style="list-style-type: none"> • I can compare and contrast prior knowledge with new information. 8.R.5.3 • I can incorporate new information to other subject areas. 8.R.5.3 					
	<p>8.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, <u>expository</u>, and <u>persuasive</u> text of five paragraphs.</p> <p>(Synthesis)</p>	<ul style="list-style-type: none"> • I can narrow my topic. 8.W.1.1 • I can prewrite by webbing, brainstorming, or listing. 8.W.1.1 • I can write a topic sentence. 8.W.1.1 • I can write using specific details that support my topic sentence. 8.W.1.1 • I can write an introductory paragraph. 8.W.1.1 • I can use transition words to sequence and organize my writing. 8.W.1.1 • I can write a concluding paragraph. 8.W.1.1 • I can vary my sentence length and beginnings. 8.W.1.1 • I can write using correct mechanics. 8.W.1.1 • I can use effective word choice (active verbs, strong 	<p>Graphic Organizers Forecasting Project Topic Paper</p>				

		<p>adjectives and adverbs).</p> <p>8.W.1.1</p> <ul style="list-style-type: none"> ○ I can give credit for statistical information. <p>8.W.1.1</p> <ul style="list-style-type: none"> ○ I can give credit for direct quotes. 8.W.1.1 					
	<p>8.W.1.2 Students can revise writing for <u>ideas and content</u>.</p> <p>(Evaluation)</p>	<ul style="list-style-type: none"> ● I can add and delete information appropriately. 8.W.1.2 ● I can revise for a narrow topic and effective details. 8.W.1.2 ● I can revise for sequencing and transitions. 8.W.1.2 ● I can revise for strong word choice. 8.W.1.2 ● I can revise for variety in sentence beginnings, length, and structure. 8.W.1.2 ● I can use feedback to improve writing. 8.W.1.2 	Forecasting Project Topic Paper				
	<p>8.W.1.3 Students can compose text using information from <u>multiple sources</u> to support a topic.</p> <p>(Synthesis)</p>	<ul style="list-style-type: none"> ● I can use information from multiple sources to create an outline. 8.W.1.3 ● I can choose information appropriate for topic sentences. 8.W.1.3 ● I can choose information appropriate for supporting 	Forecasting Project Topic Paper				

		<p>sentences. 8.W.1.3</p> <ul style="list-style-type: none"> • I can develop an introductory paragraph. 8.W.1.3 • I can develop supporting paragraphs. 8.W.1.3 • I can develop a conclusion. 8.W.1.3 • I can cite sources correctly. 8.W.1.3 • I can use both primary and secondary sources. 8.W.1.3 					
	<p>8.W.2.1 Students can edit text for <u>run-on sentences</u> and <u>fragments</u>. (Application)</p>	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 • I can combine sentences. 8.W.2.1 • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 • I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 	Forecasting Project Topic Paper				

	8.W.2.2 Students can identify and incorporate <u>adverbs</u> in the writing process. (Application)	<ul style="list-style-type: none"> • I can identify and incorporate verbs in the writing process. 8.W.2.2 • I can identify and incorporate adjectives in the writing process. 8.W.2.2 • I can define, find, and use adverbs correctly in my writing. 8.W.2.2 • I can distinguish between proper use of adjectives and adverbs. 8.W.2.2 	Forecasting Project Topic Paper				
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Unit: Drama: *Twelve Angry Men*

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Literature Textbook Movie	8.R.1.1 Students can apply <u>contextual</u> knowledge of <u>word origins</u> to extend vocabulary. (Application)	<ul style="list-style-type: none"> • I can transfer knowledge of word origins to unfamiliar words. 8.R.1.1 • I can use context clues to determine meanings of unfamiliar words. 8.R.1.1 • I can apply knowledge of prefixes, suffixes, and roots to extend vocabulary. 8.R.1.1 	Class Discussions Worksheets			X	X
	8.R.2.1 Students can analyze text using <u>comprehension</u>	<ul style="list-style-type: none"> • I can make sure I understand what I'm reading while I'm reading it. 8.R.2.1 	Class Discussions Graphic Organizers				

	<u>strategies.</u> (Analysis)	<ul style="list-style-type: none"> • I can make connections to the text (text to text / text to self / text to world). 8.R.2.1 • I can ask questions to clarify meaning. 8.R.2.1 • I can determine importance of ideas and details. 8.R.2.1 • I can make inferences. 8.R.2.1 • I can use the five senses to clarify meaning. 8.R.2.1 • I can activate prior knowledge and combine it with new information to create meaning. 8.R.2.1 • I can use given information to make predictions. 8.R.2.1 • I can differentiate among question types (eg – main idea / factual / inferential / contextual) 8.R.2.1 					
	8.R.2.2 Students can read fluently to comprehend grade-level text. (Application)	<ul style="list-style-type: none"> • I can determine purpose for reading (enjoyment or information). 8.R.2.2 • I can adjust my reading speed for different types of text. 8.R.2.2 • I can self-monitor my reading to check for understanding. 8.R.2.2 	Class Discussions Graphic Organizers Study Guide Reading Out Loud				

		<ul style="list-style-type: none"> • I can read with appropriate expression. 8.R.2.2 • I can read according to punctuation. 8.R.2.2 • I can read the text as written accurately and smoothly. 8.R.2.2 					
	<p>8.R.3.1 Students can examine the author's use of <u>literary elements</u> in fiction, nonfiction, drama, and poetry.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can analyze character development. 8.R.3.1 • I can analyze how setting, character, conflict, and resolution support theme. 8.R.3.1 • I can analyze the author's purpose. 8.R.3.1 • I can analyze the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). 8.R.3.2 • I can analyze point of view. 8.R.3.2 	<p>Class Discussions</p> <p>Graphic Organizers</p> <p>Study Guide</p> <p>Worksheets</p> <p>Test</p>				
	<p>8.R.3.2 Students can examine the effects of the author's use of <u>literary devices</u>.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can analyze the use of similes and how they contribute to meaning. 8.R.3.2 • I can analyze the use of metaphors and how they contribute to meaning. 8.R.3.2 • I can analyze the use of 	<p>Class Discussions</p> <p>Graphic Organizers</p> <p>Study Guide</p> <p>Worksheets</p> <p>Test</p>				

		<p>idioms and how they contribute to meaning. 8.R.3.2</p> <ul style="list-style-type: none"> • I can analyze the use of personification and how it contributes to meaning. 8.R.3.2 • I can analyze the use of hyperbole (exaggeration) and how it contributes to meaning. 8.R.3.2 • I can analyze the use of alliteration. 8.R.3.2 • I can analyze the use of onomatopoeia. 8.R.3.2 • I can analyze the use of dialogue. 8.R.3.2 • I can analyze the use of dialect and how it contributes to meaning. 8.R.3.2 • I can analyze the use of foreshadowing and how it contributes to meaning. 8.R.3.2 • I can analyze the use of flashbacks and how they contribute to meaning. 8.R.3.2 • I can analyze the use of allusion and how it contributes to meaning. 					
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		8.R.3.2					
	8.R.5.3 Students can combine new information with <u>existing knowledge</u> to enhance understanding. (Synthesis)	<ul style="list-style-type: none"> • I can activate prior knowledge to enhance understanding. 8.R.5.3 • I can compare and contrast prior knowledge with new information. 8.R.5.3 • I can incorporate new information to other subject areas. 8.R.5.3 	Class Discussions Graphic Organizer Journaling				
	8.W.1.1 Students can compose <u>narrative</u> , <u>descriptive</u> , <u>expository</u> , and <u>persuasive</u> text of five paragraphs. (Synthesis)	<ul style="list-style-type: none"> • I can narrow my topic. 8.W.1.1 • I can prewrite by webbing, brainstorming, or listing. 8.W.1.1 • I can write a topic sentence. 8.W.1.1 • I can write using specific details that support my topic sentence. 8.W.1.1 • I can write an introductory paragraph. 8.W.1.1 • I can use transition words to sequence and organize my writing. 8.W.1.1 • I can write a concluding paragraph. 8.W.1.1 • I can vary my sentence length 	Essay				

		<p>and beginnings. 8.W.1.1</p> <ul style="list-style-type: none"> • I can write using correct mechanics. 8.W.1.1 • I can use effective word choice (active verbs, strong adjectives and adverbs). 8.W.1.1 <ul style="list-style-type: none"> ○ I can give credit for direct quotes. 8.W.1.1 					
	<p>8.W.1.2 Students can revise writing for <u>ideas and content</u>. (Evaluation)</p>	<ul style="list-style-type: none"> • I can add and delete information appropriately. 8.W.1.2 • I can revise for a narrow topic and effective details. 8.W.1.2 • I can revise for sequencing and transitions. 8.W.1.2 • I can revise for strong word choice. 8.W.1.2 • I can revise for variety in sentence beginnings, length, and structure. 8.W.1.2 • I can use feedback to improve writing. 8.W.1.2 	Essay				
	<p>8.W.2.1 Students can edit text for <u>run-on sentences and fragments</u>. (Application)</p>	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 	Essay				

		<ul style="list-style-type: none"> • I can combine sentences. 8.W.2.1 • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 • I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 					
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Unit: Novel: *Touching Spirit Bear*

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Novel <i>Touching Spirit Bear</i>	8.R.1.1 Students can apply <u>contextual knowledge of word origins</u> to extend vocabulary. (Application)	<ul style="list-style-type: none"> • I can transfer knowledge of word origins to unfamiliar words. 8.R.1.1 • I can use context clues to determine meanings of unfamiliar words. 8.R.1.1 • I can apply knowledge of prefixes, suffixes, and roots to extend vocabulary. 8.R.1.1 	Class Discussions Graphic Organizer			X	X
	8.R.2.1 Students can analyze text using <u>comprehension</u>	<ul style="list-style-type: none"> • I can make sure I understand what I’m reading while I’m reading it. 8.R.2.1 	Class Discussions Graphic Organizers Study Guide Worksheets				

	<u>strategies.</u> (Analysis)	<ul style="list-style-type: none"> • I can make connections to the text (text to text / text to self / text to world). 8.R.2.1 • I can ask questions to clarify meaning. 8.R.2.1 • I can determine importance of ideas and details. 8.R.2.1 • I can make inferences. 8.R.2.1 • I can use the five senses to clarify meaning. 8.R.2.1 • I can activate prior knowledge and combine it with new information to create meaning. 8.R.2.1 • I can use given information to make predictions. 8.R.2.1 • I can differentiate among question types (eg – main idea / factual / inferential / contextual) 8.R.2.1 					
	8.R.2.2 Students can read fluently to comprehend grade-level text. (Application)	<ul style="list-style-type: none"> • I can determine purpose for reading (enjoyment or information). 8.R.2.2 • I can adjust my reading speed for different types of text. 8.R.2.2 • I can self-monitor my reading to check for understanding. 8.R.2.2 	Reading Out Loud Class Discussions Study Guide				

		<ul style="list-style-type: none"> • I can read with appropriate expression. 8.R.2.2 • I can read according to punctuation. 8.R.2.2 • I can read the text as written accurately and smoothly. 8.R.2.2 					
	<p>8.R.3.1 Students can examine the author's use of <u>literary elements</u> in fiction, nonfiction, drama, and poetry.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can analyze character development. 8.R.3.1 • I can analyze how setting, character, conflict, and resolution support theme. 8.R.3.1 • I can analyze the author's purpose. 8.R.3.1 • I can analyze the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). 8.R.3.2 • I can analyze point of view. 8.R.3.2 	<p>Class Discussions</p> <p>Graphic Organizers</p> <p>Study Guide</p> <p>Worksheets</p>				
	<p>8.R.3.2 Students can examine the effects of the author's use of <u>literary devices</u>.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can analyze the use of similes and how they contribute to meaning. 8.R.3.2 • I can analyze the use of metaphors and how they contribute to meaning. 8.R.3.2 • I can analyze the use of 	<p>Class Discussions</p> <p>Graphic Organizers</p> <p>Study Guide</p> <p>Worksheets</p>				

		<p>idioms and how they contribute to meaning. 8.R.3.2</p> <ul style="list-style-type: none"> • I can analyze the use of personification and how it contributes to meaning. 8.R.3.2 • I can analyze the use of hyperbole (exaggeration) and how it contributes to meaning. 8.R.3.2 • I can analyze the use of alliteration. 8.R.3.2 • I can analyze the use of onomatopoeia. 8.R.3.2 • I can analyze the use of dialogue. 8.R.3.2 • I can analyze the use of dialect and how it contributes to meaning. 8.R.3.2 • I can analyze the use of foreshadowing and how it contributes to meaning. 8.R.3.2 • I can analyze the use of flashbacks and how they contribute to meaning. 8.R.3.2 • I can analyze the use of allusion and how it contributes to meaning. 					
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		8.R.3.2					
	8.R.5.3 Students can combine new information with <u>existing knowledge</u> to enhance understanding. (Synthesis)	<ul style="list-style-type: none"> • I can activate prior knowledge to enhance understanding. 8.R.5.3 • I can compare and contrast prior knowledge with new information. 8.R.5.3 • I can incorporate new information to other subject areas. 8.R.5.3 	Class Discussions Journaling				
	8.W.1.1 Students can compose <u>narrative</u> , <u>descriptive</u> , <u>expository</u> , and <u>persuasive</u> text of five paragraphs. (Synthesis)	<ul style="list-style-type: none"> • I can narrow my topic. 8.W.1.1 • I can prewrite by webbing, brainstorming, or listing. 8.W.1.1 • I can write a topic sentence. 8.W.1.1 • I can write using specific details that support my topic sentence. 8.W.1.1 • I can write an introductory paragraph. 8.W.1.1 • I can use transition words to sequence and organize my writing. 8.W.1.1 • I can write a concluding paragraph. 8.W.1.1 • I can vary my sentence length 	Essay				

		<p>and beginnings. 8.W.1.1</p> <ul style="list-style-type: none"> • I can write using correct mechanics. 8.W.1.1 • I can use effective word choice (active verbs, strong adjectives and adverbs). 8.W.1.1 					
	<p>8.W.1.2 Students can revise writing for <u>ideas and content</u>. (Evaluation)</p>	<ul style="list-style-type: none"> • I can add and delete information appropriately. 8.W.1.2 • I can revise for a narrow topic and effective details. 8.W.1.2 • I can revise for sequencing and transitions. 8.W.1.2 • I can revise for strong word choice. 8.W.1.2 • I can revise for variety in sentence beginnings, length, and structure. 8.W.1.2 • I can use feedback to improve writing. 8.W.1.2 	Essay				
	<p>8.W.2.1 Students can edit text for <u>run-on sentences</u> and <u>fragments</u>. (Application)</p>	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 • I can combine sentences. 8.W.2.1 	Essay				

		<ul style="list-style-type: none"> • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 • I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 					
	8.W.2.2 Students can identify and incorporate <u>adverbs</u> in the writing process. (Application)	<ul style="list-style-type: none"> • I can identify and incorporate verbs in the writing process. 8.W.2.2 • I can identify and incorporate adjectives in the writing process. 8.W.2.2 • I can define, find, and use adverbs correctly in my writing. 8.W.2.2 • I can distinguish between proper use of adjectives and adverbs. 8.W.2.2 	Essay				
Unit: Twelve Angry Men							
Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Literature Textbook	8.R.1.1 Students can apply <u>contextual</u>	<ul style="list-style-type: none"> • I can transfer knowledge of word origins to unfamiliar 	Class Discussions Graphic Organizer			X	X

Movie	<p>knowledge of <u>word origins</u> to extend vocabulary.</p> <p>(Application)</p>	<p>words. 8.R.1.1</p> <ul style="list-style-type: none"> • I can use context clues to determine meanings of unfamiliar words. 8.R.1.1 					
	<p>8.R.2.1 Students can analyze text using <u>comprehension strategies</u>.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can make sure I understand what I'm reading while I'm reading it. 8.R.2.1 • I can make connections to the text (text to text / text to self / text to world). 8.R.2.1 • I can ask questions to clarify meaning. 8.R.2.1 • I can determine importance of ideas and details. 8.R.2.1 • I can make inferences. 8.R.2.1 • I can use the five senses to clarify meaning. 8.R.2.1 • I can activate prior knowledge and combine it with new information to create meaning. 8.R.2.1 • I can use given information to make predictions. 8.R.2.1 • I can differentiate among question types (eg – main idea / factual / inferential / contextual) 8.R.2.1 	<p>Class Discussions</p> <p>Graphic Organizer</p> <p>Study Guide</p>				

	<p>8.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>(Application)</p>	<ul style="list-style-type: none"> • I can determine purpose for reading (enjoyment or information). 8.R.2.2 • I can adjust my reading speed for different types of text. 8.R.2.2 • I can self-monitor my reading to check for understanding. 8.R.2.2 • I can read with appropriate expression. 8.R.2.2 • I can read according to punctuation. 8.R.2.2 • I can read the text as written accurately and smoothly. 8.R.2.2 	<p>Popcorn Reading</p> <p>Class Discussions</p> <p>Graphic Organizer</p> <p>Study Guide</p>				
	<p>8.R.3.1 Students can examine the author's use of <u>literary elements</u> in fiction, nonfiction, drama, and poetry.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> • I can analyze character development. 8.R.3.1 • I can analyze how setting, character, conflict, and resolution support theme. 8.R.3.1 • I can analyze the author's purpose. 8.R.3.1 • I can analyze the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). 8.R.3.2 	<p>Class Discussions</p> <p>Graphic Organizers</p> <p>Study Guides</p> <p>Worksheets</p> <p>Quizzes</p> <p>Test</p>				

		<ul style="list-style-type: none"> I can analyze point of view. 8.R.3.2 					
	<p>8.R.3.2 Students can examine the effects of the author's use of <u>literary devices</u>.</p> <p>(Analysis)</p>	<ul style="list-style-type: none"> I can analyze the use of similes and how they contribute to meaning. 8.R.3.2 I can analyze the use of metaphors and how they contribute to meaning. 8.R.3.2 I can analyze the use of idioms and how they contribute to meaning. 8.R.3.2 I can analyze the use of personification and how it contributes to meaning. 8.R.3.2 I can analyze the use of hyperbole (exaggeration) and how it contributes to meaning. 8.R.3.2 I can analyze the use of alliteration. 8.R.3.2 I can analyze the use of onomatopoeia. 8.R.3.2 I can analyze the use of dialogue. 8.R.3.2 I can analyze the use of dialect and how it contributes to meaning. 8.R.3.2 I can analyze the use of 	<p>Class Discussions</p> <p>Graphic Organizers</p> <p>Study Guide</p> <p>Worksheets</p> <p>Quizzes</p> <p>Test</p>				

		<p>foreshadowing and how it contributes to meaning. 8.R.3.2</p> <ul style="list-style-type: none"> • I can analyze the use of flashbacks and how they contribute to meaning. 8.R.3.2 • I can analyze the use of allusion and how it contributes to meaning. 8.R.3.2 					
	<p>8.R.5.3 Students can combine new information with <u>existing knowledge</u> to enhance understanding. (Synthesis)</p>	<ul style="list-style-type: none"> • I can activate prior knowledge to enhance understanding. 8.R.5.3 • I can compare and contrast prior knowledge with new information. 8.R.5.3 • I can incorporate new information to other subject areas. 8.R.5.3 	<p>Class Discussions Journaling</p>				
	<p>8.W.1.1 Students can compose <u>narrative</u>, <u>descriptive</u>, <u>expository</u>, and <u>persuasive</u> text of five paragraphs. (Synthesis)</p>	<ul style="list-style-type: none"> • I can narrow my topic. 8.W.1.1 • I can prewrite by webbing, brainstorming, or listing. 8.W.1.1 • I can write a topic sentence. 8.W.1.1 • I can write using specific details that support my topic sentence. 8.W.1.1 	<p>Essay</p>				

		<ul style="list-style-type: none"> • I can write an introductory paragraph. 8.W.1.1 • I can use transition words to sequence and organize my writing. 8.W.1.1 • I can write a concluding paragraph. 8.W.1.1 • I can vary my sentence length and beginnings. 8.W.1.1 • I can write using correct mechanics. 8.W.1.1 • I can use effective word choice (active verbs, strong adjectives and adverbs). 8.W.1.1 					
	8.W.1.2 Students can <u>revise writing for ideas and content.</u> (Evaluation)	<ul style="list-style-type: none"> • I can add and delete information appropriately. 8.W.1.2 • I can revise for a narrow topic and effective details. 8.W.1.2 • I can revise for sequencing and transitions. 8.W.1.2 • I can revise for strong word choice. 8.W.1.2 • I can revise for variety in sentence beginnings, length, and structure. 8.W.1.2 • I can use feedback to improve writing. 8.W.1.2 	Essay				

	<p>8.W.2.1 Students can edit text for <u>run-on sentences and fragments</u>.</p> <p>(Application)</p>	<ul style="list-style-type: none"> • I can identify complete sentences. 8.W.2.1 • I can identify run-on sentences. 8.W.2.1 • I can identify sentence fragments. 8.W.2.1 • I can combine sentences. 8.W.2.1 • I can revise run-on sentences to form complete sentences. 8.W.2.1 • I can revise sentence fragments to form complete sentences. 8.W.2.1 • I can use “read aloud” peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1 	Essay				
	<p>8.W.2.2 Students can identify and incorporate <u>adverbs</u> in the writing process.</p> <p>(Application)</p>	<ul style="list-style-type: none"> • I can identify and incorporate verbs in the writing process. 8.W.2.2 • I can identify and incorporate adjectives in the writing process. 8.W.2.2 • I can define, find, and use adverbs correctly in my writing. 8.W.2.2 • I can distinguish between proper use of adjectives and 	Essay				

		adverbs. 8.W.2.2					
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