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

I Init.	Grammar
	var annina

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 run-on sentences and fragments. (Application)	 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	I can identify and incorporate verbs in the writing process.	Daily Assignments Compositions Quizzes	X	X	X	X

incorporate adverbs	8.W.2.2	Tests		
in the writing process.	• I can identify and incorporate			
(A1: t:)	adjectives in the writing			
(Application)	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			

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 run-on sentences and fragments. (Application)	 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

Unit: Vocabulary		I can use "read aloud" peer and self-editing to identify and revise awkward phrases and sentences. 8.W.2.1					
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 contextual knowledge of word origins to extend vocabulary. (Application)	 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 contextual knowledge of word origins to extend vocabulary.	 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	I can make sure I understand	Class Discussions		
analyze text using	what I'm reading while I'm	Study Guides Graphic Organizers		
comprehension	reading it. 8.R.2.1	Quizzes		
strategies.	• I can make connections to the	Tests		
(Analysis)	text (text to text / text to self /			
(Analysis)	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	CI D' '		
8.R.2.2 Students can	• I can determine purpose for	Class Discussions Study Guide		
read fluently to	reading (enjoyment or	Study Guide		
comprehend grade-	information). 8.R.2.2			
	• I can adjust my reading speed			

level text. (Application)	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			
8.R.3.1 Students can examine the author's use of <u>literary</u> elements in fiction, nonfiction, drama, and poetry. (Analysis)	 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 Discussions Study Guide Graphic Organizers Quizzes Tests		
8.R.3.2 Students can examine the effects of	I can analyze the use of similes and how they	Class Discussions Study Guides Graphic Organizers		

Γ	T		
the author's use of	contribute to meaning. 8.R.3.2	Quizzes	
literary devices.	• I can analyze the use of	Tests	
(Analysis)	metaphors and how they		
(Analysis)	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		

	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	CI P' '	
8.R.5.3 Students can	I can activate prior	Class Discussions Journaling	
combine new	knowledge to enhance	Graphic Organizers	
information with	understanding. 8.R.5.3		
existing knowledge to	I can compare and contrast		
enhance	prior knowledge with new		
understanding.	information. 8.R.5.3		
(Crreatle agia)	• I can incorporate new		
(Synthesis)	information to other subject		
	areas. 8.R.5.3		
8.W.1.1 Students can	I can narrow my topic.	Compose short story	
compose narrative,	8.W.1.1		
descriptive,	I can prewrite by webbing,		
expository, and	brainstorming, or listing.		
persuasive text of five	8.W.1.1		
paragraphs.	• I can write a topic sentence.		
	8.W.1.1		
(Synthesis)	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		
	ocquerice 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 I can give credit for statistical information. 8.W.1.1 I can give credit for direct quotes. 8.W.1.1 I can write a story with a plot, characters, point of view,
8 W 1 2 Students	setting, conflict. 8.W.1.1 can • I can add and delete Compose short story
8.W.1.2 Students revise writing for ideas and content (Evaluation)	r information appropriately.

		sentence beginnings, length,			
		and structure. 8.W.1.2			
	•	I can use feedback to improve			
		writing. 8.W.1.2			
8.W.2.	1 Students can •	I can identify complete	Compose short story		
edit tex	xt for run-on	sentences. 8.W.2.1			
senteno	ces and •	I can identify run-on			
fragme	ents.	sentences. 8.W.2.1			
/A 1'	<u> </u>	I can identify sentence			
(Applic	cation)	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			
8.W.2.2	2 Students can	I can identify and incorporate	Compose short story		
identify	y and	verbs in the writing process.			
incorpo	orate adverbs	8.W.2.2			
in the v	writing process.	I can identify and incorporate			
(Applic	cation)	adjectives in the writing			
(Аррис	Canon	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. 					
Unit: Novel: Roll o	f Thunder, Hear My Cr Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q ₄
Roll of Thunder, Hear My Cry novel Latitudes: Roll of	8.R.1.1 Students can apply contextual knowledge of word origins to extend	 I can transfer knowledge of word origins to unfamiliar words. 8.R.1.1 I can use context clues to 	Class Discussions Worksheets		X	X	

Latitudes: Roll of Thunder, Hear My Cry Literature Connections: Roll of Thunder, Hear My Cry Perfection Learning: (Alternative Assessment) Roll of Thunder, My Cry	apply contextual knowledge of word origins to extend vocabulary. (Application)	 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 	Worksheets	A	A	
	8.R.2.1 Students can analyze text using comprehension strategies.	 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)	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	• I can determine purpose for	Popcorn Reading		
read fluently to	reading (enjoyment or			
comprehend grade-	information). 8.R.2.2			
level text.	• I can adjust my reading speed			
(Application)	for different types of text.			
(Application)	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			

examinuse of 1 elemen	ne the author's literary nts in fiction, tion, drama, petry.	I can read according to punctuation. 8.R.2.2 I can read the text as written accurately and smoothly. 8.R.2.2 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 /	Class Discussion Study Guide Graphic Organizers Quizzes Test		
	•	action / resolution). 8.R.3.2 I can analyze point of view. 8.R.3.2			
examing the aut	2 Students can ne the effects of thor's use of y devices. (sis)		Class Discussions Study Guide Graphic Organizers Worksheets		

		 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 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 I can analyze the use of allusion and how it contributes to meaning. 8.R.3.2 			
co lit di ar w	tompare and contrast iterature from lifferent time periods and cultures dealing	 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 	Class Discussions Graphic Organizers Forecasting Project		

(Analysis)	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	s can • I can determine accuracy of	Class Discussions	
evaluate inform	nation information. 8.R.5.1	Graphic Organizers Forecasting Project	
and author's pu	<u>rrpose</u> • I can determine credibility of	1 orecasting 11 ofeet	
about a topic ga	the source. 8.R.5.1		
from information	• I can determine the author's		
text.	purpose (to persuade, inform,		
(Evaluation)	entertain-PIE). 8.R.5.1		
(Evaluation)	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		
8.R.5.3 Students	•	Class Discussion	
combine new	knowledge to enhance	Graphic Organizers Journaling	
information with	th understanding. 8.R.5.3	Reflection Paper	

existing knowledge to	I can compare and contrast			
enhance	prior knowledge with new			
understanding.	information. 8.R.5.3			
	I can incorporate new			
(Synthesis)	information to other subject			
	areas. 8.R.5.3			
8.W.1.1 Students can	I can narrow my topic.	Graphic Organizers		
compose narrative,	8.W.1.1	Forecasting Project Topic Paper		
descriptive,	I can prewrite by webbing,	Topic Tapei		
expository, and	brainstorming, or listing.			
persuasive text of five	8.W.1.1			
paragraphs.	• I can write a topic sentence.			
(Synthesis)	8.W.1.1			
(Synthesis)	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			

re id	evise writing for deas and content. Evaluation)	adjectives and adverbs). 8.W.1.1 I can give credit for statistical information. 8.W.1.1 I can give credit for direct quotes. 8.W.1.1 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		
in m su	ompose text using afformation from aultiple sources to upport a topic.	 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		

8.W.2.1 Students can	 sentences. 8.W.1.3 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 I can identify complete 	Forecasting Project	
8.W.2.1 Students can edit text for run-on sentences and fragments. (Application)	 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 sentences fragments to form complete 	Forecasting Project Topic Paper	
	 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	I can identify and incorporate	Forecasting Project		
identify and	verbs in the writing process.	Topic Paper		
incorporate adverbs	8.W.2.2			
in the writing process.	I can identify and incorporate			
(A1:4:)	adjectives in the writing			
(Application)	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			

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 contextual knowledge of word origins to extend vocabulary. (Application)	 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 comprehension	I can make sure I understand what I'm reading while I'm reading it. 8.R.2.1	Class Discussions Graphic Organizers				

strategies.	I can make connections to the			
	text (text to text / text to self /			
(Analysis)	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	• I can determine purpose for	Class Discussions		
read fluently to	reading (enjoyment or	Graphic Organizers Study Guide		
comprehend grade-	information). 8.R.2.2	Reading Out Loud		
level text.	• I can adjust my reading speed			
(Application)	for different types of text.			
(rippiicanon)	8.R.2.2			
	• I can self-monitor my reading			
	to check for understanding.			
	8.R.2.2			

T	
	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
8.R.3.1 Students can	I can analyze character Class Discussions
examine the author's	development. 8.R.3.1 Graphic Organizers Study Guide
use of literary	I can analyze how setting, Worksheets
elements in fiction,	character, conflict, and Test
nonfiction, drama,	resolution support theme.
and poetry.	8.R.3.1
(Anatheria)	I can analyze the author's
(Analysis)	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
8.R.3.2 Students can	I can analyze the use of Class Discussions
examine the effects of	f similes and how they Graphic Organizers Study Guide
the author's use of	contribute to meaning. 8.R.3.2 Worksheets
literary devices.	I can analyze the use of Test
(Acceleration	metaphors and how they
(Analysis)	contribute to meaning. 8.R.3.2
	I can analyze the use of

:4:
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
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		
8.R.5.3 Studen combine new information w	knowledge to enhance	Class Discussions Graphic Organizer Journaling	
existing know enhance understanding	prior knowledge with new		
(Synthesis)	information to other subject areas. 8.R.5.3		
8.W.1.1 Stude: compose narra descriptive, expository, and persuasive tex paragraphs. (Synthesis)	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	Essay	
	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 I can give credit for direct quotes. 8.W.1.1 			
8.W.1.2 Students can revise writing for ideas and content. (Evaluation)	 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		
8.W.2.1 Students can edit text for run-on sentences and fragments. (Application)	 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		

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

Unit: Novel: Touching Spirit Bear

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Novel Touching Spirit Bear	8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary. (Application)	 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 comprehension	• 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				

strategies.	I can make connections to the		
	text (text to text / text to self /		
(Analysis)	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 Studen	ts can • I can determine purpose for	Reading Out Loud	
read fluently to	o reading (enjoyment or	Class Discussions Study Guide	
comprehend g	rade- information). 8.R.2.2	Study Guide	
level text.	I can adjust my reading speed		
(A1; - c')	for different types of text.		
(Application)	8.R.2.2		
	I can self-monitor my reading		
	to check for understanding.		
	8.R.2.2		

8.R.3.1 Students can examine the author's use of <u>literary</u> elements in fiction, nonfiction, drama, and poetry. (Analysis)	 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 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 Discussions Graphic Organizers Study Guide Worksheets		
8.R.3.2 Students can examine the effects of the author's use of literary devices. (Analysis)	 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 	Class Discussions Graphic Organizers Study Guide Worksheets		

:4:
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
flashbacks and how they
contribute to meaning. 8.R.3.2
I can analyze the use of
allusion and how it
contributes to meaning.
3.

	8.R.3.2			
8.R.5.3 Students can	I can activate prior	Class Discussions		
combine new	knowledge to enhance	Journaling		
information with	understanding. 8.R.5.3			
existing knowledge to	I can compare and contrast			
enhance	prior knowledge with new			
understanding.	information. 8.R.5.3			
	I can incorporate new			
(Synthesis)	information to other subject			
	areas. 8.R.5.3			
8.W.1.1 Students can	I can narrow my topic.	Essay		
compose narrative,	8.W.1.1			
descriptive,	I can prewrite by webbing,			
expository, and	brainstorming, or listing.			
persuasive text of five	8.W.1.1			
paragraphs.	• I can write a topic sentence.			
	8.W.1.1			
(Synthesis)	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 adjectives and adverbs). 8.W.1.1 			
8.W.1.2 Students can revise writing for ideas and content. (Evaluation)	 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		
8.W.2.1 Students can edit text for run-on sentences and fragments. (Application)	 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		

	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	I can identify and incorporate	Essay		
identify and	verbs in the writing process.			
incorporate adverbs	8.W.2.2			
in the writing process.	• I can identify and incorporate			
	adjectives in the writing			
(Application)	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			

Unit: Twelve Angry Men

Resources:	Standard(s):	Learning Targets	Assessment:	Q1	Q2	Q3	Q4
Literature Textbook	8.R.1.1 Students can apply contextual	I can transfer knowledge of word origins to unfamiliar	Class Discussions Graphic Organizer			X	X

Movie	knowledge of word	words. 8.R.1.1	
	origins to extend	I can use context clues to	
	vocabulary.	determine meanings of	
	(Application)	unfamiliar words. 8.R.1.1	
	8.R.2.1 Students can	I can make sure I understand Class Discussion	
	analyze text using	what I'm reading while I'm Graphic Organ Study Guide	nizer
	comprehension	reading it. 8.R.2.1	
	strategies.	I can make connections to the	
	(A1:-)	text (text to text / text to self /	
	(Analysis)	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)	 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 	Popcorn Reading Class Discussions Graphic Organizer Study Guide	
8.R.3.1 Students can examine the author's use of <u>literary</u> elements in fiction, nonfiction, drama, and poetry. (Analysis)	 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 	Class Discussions Graphic Organizers Study Guides Worksheets Quizzes Test	

	I can analyze point of view.			
	8.R.3.2			
8.R.3.2 Students can	• I can analyze the use of	Class Discussions		
examine the effects of	similes and how they	Graphic Organizers Study Guide		
the author's use of	contribute to meaning. 8.R.3.2	Worksheets		
literary devices.	• I can analyze the use of	Quizzes		
(Analysis)	metaphors and how they	Test		
(Allalysis)	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			

i i i i i i i i i i i i i i i i i i i	8.R.5.3 Students can combine new information with existing knowledge to enhance understanding. (Synthesis)	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 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 narrative, descriptive, expository, and persuasive text of five paragraphs. (Synthesis)	 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 	Essay		

					ı	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				
		adjectives and adverbs).				
		8.W.1.1				
8.W.1.2 St	tudents can •	I can add and delete	Essay			
revise writ	ting for	information appropriately.				
ideas and o	content.	8.W.1.2				
/Evaluation	•	I can revise for a narrow topic				
(Evaluation	11)	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				

8.W.2.1 Students	ean • I can identify complete Essay
edit text for run-	n sentences. 8.W.2.1
sentences and	I can identify run-on
fragments.	sentences. 8.W.2.1
	I can identify sentence
(Application)	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
8.W.2.2 Students	ean • I can identify and incorporate Essay
identify and	verbs in the writing process.
incorporate adve	<u>os</u> 8.W.2.2
in the writing pro	cess. • I can identify and incorporate
(Application)	adjectives in the writing
(Application)	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			