

8.R.1.1 Students can **apply** contextual knowledge of word origins to extend vocabulary.

Blooms Level: Application

Learning targets to meet this standard:

- Use context clues to determine meanings of unfamiliar words
- Become aware that words come from different times and places in the world
- Transfer knowledge of word origins to unfamiliar words

Verbs Defined:

- Apply – use or show

Key Terms Defined:

- Contextual knowledge – background information
- Word origins – words originating from foreign languages

Teacher Speak:

Students can apply (use or show) their contextual knowledge (background information) of word origins (words originating from foreign languages) to extend (expand) their vocabulary.

Student Speak:

I can use or show (apply) background information (contextual knowledge) of words originating from foreign languages (word origins) to expand (extend) vocabulary.

Possible resources/references:

8.R.2.1 Students can **analyze** text using comprehension strategies.

Blooms Level: Analysis

Learning targets to meet this standard:

- Apply comprehension strategies:
 - monitor for meaning
 - visualize
 - make connections to text
 - determine importance of ideas and details
 - ask questions to clarify meaning
 - connect sensory images to meaning
 - make inferences
 - make predictions
 - summarize
 - synthesize prior knowledge and new information to create new knowledge

Verbs Defined:

- Analyze – determine the relationship of the parts to the whole

Key Terms Defined:

- Comprehension strategies – methods used to understand text

Teacher Speak:

Students can analyze (determine the relationship of the parts to the whole) text using comprehension strategies (methods used to understand text).

Student Speak:

I can determine the relationship of the parts to the whole (analyze) text using methods to understand text (comprehension strategies).

Possible resources/references:

Mosaic of Thought - Ellin Keene

8.R.2.2 Students can **read** fluently to comprehend grade-level text.

Blooms Level: Application

Learning targets to meet this standard:

- Apply the elements of fluency

Verbs Defined:

Key Terms Defined:

- Fluently – using accuracy, rate, phrasing, and expression

Teacher Speak:

Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

Student Speak:

I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

Possible resources/references:

WORKING DOCUMENT

8.R.3.1 Students can **examine** the author's use of literary elements in fiction, nonfiction, drama, and poetry.

Blooms Level: Analysis

Learning targets to meet this standard:

- Examine literary elements:
 - characterization
 - setting
 - plot
 - point of view
 - theme
 - conflict (external and internal)

Verbs Defined:

- Examine – evaluate in writing or speaking

Key Terms Defined:

- Literary elements – features that contribute meaning to text (see glossary)

Teacher Speak:

Students can examine (evaluate in writing or speaking) the author's use of literary elements (features that contribute meaning to text) in text.

Student Speak:

I can evaluate in writing or speaking (examine) features that contribute meaning to text (literary elements) in text.

Possible resources/references:

8.R.3.2 Students can **examine** the effects of the author's use of literary devices.

Blooms Level: Analysis

Learning targets to meet this standard:

- Examine literary devices:
 - figurative language (see glossary)
 - alliteration
 - idioms
 - onomatopoeia
 - imagery
 - rhyme scheme
 - rhythm
 - repetition
 - irony
 - mood
 - tone

Verbs Defined:

- Examine – evaluate in writing or speaking

Key Terms Defined:

- Literary devices – techniques used to convey or enhance meaning (see glossary)

Teacher Speak:

Students are able to examine (evaluate in writing or speaking) the effects of the author's use of literary devices (techniques used to convey or enhance meaning).

Student Speak:

I can evaluate in writing or speaking (examine) the effects of the author's use of techniques used to convey or enhance meaning (literary devices).

Possible resources/references:

8.R.4.1 Students can **compare** and **contrast** literature from different time periods and cultures dealing with similar themes and conflicts.

Blooms Level: Analysis

Learning targets to meet this standard:

- Examine a variety of literature from different time periods and cultures
- Identify recurring themes across literary works
- Identify a specific time period within a text
- Compare ideas, customs, and outlooks of a people within the context of the literature
- Contrast ideas, customs, and outlooks of a people within the context of the literature

Verbs Defined:

- Compare – communicate in writing or speaking how information is alike
- Contrast – communicate in writing or speaking how information is different

Key Terms Defined:

- Time periods – specific spans of time in the past, present or future
- Cultures – groups of people (see glossary)
- Themes – the central meaning of a literary work
- Conflicts – the struggles

Teacher Speak:

Students can compare and contrast (communicate in writing or speaking how information is alike or different) literature from different time periods (specific spans of time in the past, present or future) and cultures (groups of people) dealing with similar themes (the central meaning of a literary work) and conflicts (the struggles).

Student Speak:

I can communicate in writing or speaking how information is alike and different (compare and contrast) in literature from different specific spans of time in the past, present or future (time periods) and groups of people (cultures) dealing with the similar central meaning of a literary work (themes) and the struggles (conflicts).

Possible resources/references:

- Themes could include but are not limited to: good v. evil, loyalty v. betrayal
- Time periods could include but are not limited to: colonization, views of slavery in Civil War novels, attitudes of those involved in westward expansion, Native American cultural influences, and the Holocaust

8.R.5.1 Students can **evaluate** information and author's purpose about a topic **gathered** from informational text.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Determine accuracy of information
- Determine credibility of the source
- Determine the author's purpose
- Describe how the source influences the information provided
- Identify types of primary sources
- Identify types of secondary sources

Verbs Defined:

- Evaluate – find the value of
- Gather – collect

Key Terms Defined:

- Author's purpose – the motive or reason for which an author writes
- Informational – nonfiction (see glossary)

Teacher Speak:

Students can evaluate (decide the value of) information and the author's purpose (the reason for which an author writes) about a topic gathered (collected) from informational (nonfiction) text.

Student Speak:

I can decide the value of information (evaluate) and the reason for which an author writes (author's purpose) about a topic collected (gathered) from nonfiction (informational) text.

Possible resources/references:

8.R.5.2 Students can **recognize** expository, persuasive, and procedural text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Read and examine a variety of expository text
- Read and examine a variety of argumentative and persuasive text
- Read and examine a variety of procedural text

Verbs Defined:

Key Terms Defined:

- Expository – writing that communicates information to advance learning
- Persuasive – writing that tries to influence a reader’s thinking
- Procedural text – writing that shows specific steps toward accomplishing a goal

Teacher Speak:

Students can recognize expository (writing that communicates information to advance learning), persuasive (writing that tries to influence a reader’s thinking), and procedural text (writing that shows specific steps toward accomplishing a goal).

Student Speak:

I can recognize writing that communicates information to advance learning (expository), writing that tries to influence a reader’s thinking (persuasive), and writing that shows specific steps toward accomplishing a goal (procedural text).

Possible resources/references:

The following are examples of each type of text (this is not a prescriptive list nor an exhaustive list):

- Expository – historical documents, essays, and research reports
- Persuasive – letters to the editor, editorials
- Procedural – how to read a bus schedule; how to bake a cake

8.R.5.3 Students can **combine** new information with existing knowledge to enhance understanding.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Determine what is already known about a topic
- Compare and contrast prior knowledge with new information
- Combine prior and new knowledge to reach a new understanding

Verbs Defined:

Key Terms Defined:

- Existing knowledge – prior knowledge

Teacher Speak:

Students can combine new information with existing knowledge (prior knowledge) to enhance understanding.

Student Speak:

I can combine new information with prior knowledge (existing knowledge) to enhance understanding.

Possible resources/references:

Graphic organizers