



Reading -Language Arts

Grade 8

2nd Nine Weeks

This academic overview can be used to monitor and support your child's at -home learning progress

Unit 3: Pushing Boundaries

Student Learning Targets

- I can understand and analyze the relationship between structural elements, text features, text meaning, and author's purpose in informational text.
- I can make connections, inferences, use text evidence, and use word parts to determine word meaning to support my interpretation of text.
- I can identify characteristics of multimodal and digital texts and explain how they are different from other genres.
- I can distinguish between significant and less significant details to develop a summary.
- I can use an informational mentor text to identify author moves to emulate them in my own informational writing to become a better writer.
- I can analyze informational texts and the author's use of theses, organizational pattern, and use of print and graphic features.
- I can synthesize new understanding by reading for underlying thesis in a text, and synthesize across multiple texts to draw conclusions about thesis from multiple texts.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing informational or multi-model text.
- I can use independent reading of my own self-selected texts to improve my reading skills.

Questions to Check for Unit Understanding

- How does historical and cultural context of a text effect it's meaning?
- What techniques do authors use to inform an audience?

Key Academic Vocabulary

- Informational: a non-fiction text that informs readers of a particular topic
- Theses: the central idea of a text
- Audience: a person or group the author is informing

Unit 4: Perseverance

Student Learning Targets

- I can make connections, inferences, use text evidence, summarize, and use resources to determine word meaning to support my interpretation of text.
- I can analyze characteristics of various multimodal texts.
- I can describe how an author uses figurative language and print and graphic features to communicate a message.
- I can identify and analyze characteristics and author's moves in argumentative texts and determine author's purpose.
- I can paraphrase and summarize, make inferences, use text evidence, and use context to determine word meaning to support my interpretation of text.
- I can identify claim and intended audience in argumentative texts.
- I can draft, revise, and edit routinely in a digital writer's notebook and while writing argumentative texts, emulating author's moves.
- I can synthesize and use new information to strengthen my argument.
- I can continue practices of independent reading and writing in a writer's notebook to strengthen my literacy skills.

Questions to Check for Unit Understanding

- What moves do authors make that persuade an audience?
- What makes an argument effective?
- How does receiving information in multiple modes effect a reader?

Key Academic Vocabulary

- Argumentative text: a text in which an author presents an argument to persuade an audience
- Multimodal text: digital texts, graphics, charts, music etc. that all connects to a particular topic
- Claim: a position an author takes on a particular topic