# CAR Unit Template

## Unit Title: ELA - Introduction to Essential Reading and Writing Skills - Unit 1 - Module A

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2.** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**RL.8.3.** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**RL.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RL.8.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**SL.8.1**. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

**SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

**L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **RL.8.1. - WALT** cite textual evidence that most strongly supports analysis of what the text says explicitly |  |  |  |  |
| **RL.8.1. - WALT** cite textual evidence that most strongly supports analysis of inferences drawn from the text |  |  |  |  |
| **RL.8.1. - WALT** make relevant connections that most strongly support analysis of what the text says explicitly |  |  |  |  |
| **RL.8.1. - WALT** make relevant connections that most strongly support analysis of inferences drawn from the text |  |  |  |  |
| **RL.8.1. - WALT** citing is a specific way of quoting textual evidence (citations mention the source of quoted text) |  |  |  |  |
| **RL.8.1. - WALT** there are different types of connections |  |  |  |  |
| **RL.8.1. - WALT** there are explicit and implicit meanings that can be drawn from a text |  |  |  |  |
| **RL.8.1. - WALT** relevant connections and text evidence are used to make inferences |  |  |  |  |
| **RL.8.1. - WALT** analysis is based on inferences made from text evidence and relevant connections |  |  |  |  |
| **RL.8.1. - WALT** draw inferences from the text |  |  |  |  |
| **RL.8.1. - WALT** pieces of textual evidence vary in strength and relevance |  |  |  |  |
| **RL.8.2. - WALT** determine a theme/central idea |  |  |  |  |
| **RL.8.2. - WALT** analyze the theme’s relationship to character |  |  |  |  |
| **RL.8.2. - WALT** analyze the theme’s relationship to setting |  |  |  |  |
| **RL.8.2. - WALT** analyze the theme’s relationship to plot |  |  |  |  |
| **RL.8.2. - WALT** provide an objective summary of the text |  |  |  |  |
| **RL.8.2. - WALT** there is a difference between theme and central idea |  |  |  |  |
| **RL.8.2. - WALT** themes have a relationship with characters, setting, and plot |  |  |  |  |
| **RL.8.2. - WALT** authors develop a theme or central idea over the course of a text |  |  |  |  |
| **RL.8.2. - WALT** summaries are objective and free from opinion or analysis |  |  |  |  |
| **RL.8.3. - WALT** dialogue can propel the actions of a story, reveal aspects of a character, or provoke decisions |  |  |  |  |
| **RL.8.3. - WALT** incidents (specific events) propel the actions of a story, reveal aspects of a character, or provoke decisions |  |  |  |  |
| **RL.8.3. - WALT** analyze how lines of dialogue propel action in the story |  |  |  |  |
| **RL.8.3. - WALT** analyze how dialogue reveals aspects of a character |  |  |  |  |
| **RL.8.3. - WALT** analyze how dialogue helps provoke a decision |  |  |  |  |
| **RL.8.3. - WALT** analyze how incidents in the story propel action |  |  |  |  |
| **RL.8.3. - WALT** analyze how incidents in the story reveal aspects of a character |  |  |  |  |
| **RL.8.3 - WALT** analyze how incidents in the story provoke a decision |  |  |  |  |
| **RL.8.4. - WALT** determine the meaning of words and phrases as used in a text |  |  |  |  |
| **RL.8.4. - WALT** determine the meaning of figurative language and connotative language as used in a text |  |  |  |  |
| **RL.8.4. - WALT** analyze the impact of word choice on meaning and tone |  |  |  |  |
| **RL.8.4. - WALT** words have figurative and connotative meanings |  |  |  |  |
| **RL.8.4. - WALT** specific word choices in a text has an impact on meaning and tone |  |  |  |  |
| **RL.8.4. - WALT** analogies and allusions to other texts affect meaning and tone |  |  |  |  |
| **RL.8.10. - WALT** read and comprehend literature, stories, drama, and poems, at grade level text- complexity or above |  |  |  |  |
| **RL.8.10. - WALT** texts differ in complexity |  |  |  |  |
| **SL.8.1. - WALT** building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions |  |  |  |  |
| **SL.8.1. - WALT** engage effectively in a range of discussions, such as one-on-one, in-groups, and teacher-led |  |  |  |  |
| **SL.8.1. - WALT** engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues |  |  |  |  |
| **SL.8.1.A - WALT** being prepared by researching the material helps us engage in effective collaborative discussions |  |  |  |  |
| **SL.8.1.A - WALT** build on others’ idea |  |  |  |  |
| **SL.8.1.A - WALT** express our own [ideas] clearly |  |  |  |  |
| **SL.8.1.A - WALT** come to discussions prepared by reading or researching materials |  |  |  |  |
| **SL.8.1.A - WALT** explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue |  |  |  |  |
| **SL.8.1.A - WALT** probe and reflect on ideas under discussion |  |  |  |  |
| **SL.8.1.B - WALT** having rules for decision-making, helps us engage in collaborative discussions |  |  |  |  |
| **SL.8.1.B - WALT** follow rules for decision-making |  |  |  |  |
| **SL.8.1.B - WALT** track progress toward specific goals and deadlines |  |  |  |  |
| **SL.8.1.C - WALT** posing questions that connect other speakers’ ideas help engage in collaborative discussions |  |  |  |  |
| **SL.8.1.C - WALT** pose questions that connect the ideas of several speakers |  |  |  |  |
| **SL.8.1.C - WALT** respond to others’ questions and comments with relevant evidence |  |  |  |  |
| **SL.8.1.D - WALT** acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion |  |  |  |  |
| **SL.8.1.D - WALT** qualify or justify our own views in light of the evidence presented |  |  |  |  |
| **L.8.4. – WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence |  |  |  |  |
| **L.8.4. – WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots |  |  |  |  |
| **L.8.4. – WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.8.4.A – WALT** use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.8.5.A – WALT** words carry different meanings depending on how they are used |  |  |  |  |
| **L.8.5.A – WALT** interpret figures of speech (e.g. verbal irony, puns) in context |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |