# CAR Unit Template

## Unit Title: ELA – Analyzing Informational Texts - Unit 2 - Module B

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

D. Establish and maintain a formal style.

**W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.

E. Provide a concluding statement or section that follows from and supports the argument presented.

**SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

**L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.

**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.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

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

B. Use the relationship between particular words to better understand each of the words.

### 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** |
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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** |
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| **W.8.1.A - WALT** arguments and claims need to be supported by clear reasoning and relevant evidence |  |  |  |  |
| **W.8.1.A – WALT** introduce claim(s) in argumentative writing |  |  |  |  |
| **W.8.1.A – WALT** distinguishing claims explain how they are different from each other |  |  |  |  |
| **W.8.1.A - WALT** acknowledge and distinguish claim(s) from alternate and opposing claims in argumentative writing |  |  |  |  |
| **W.8.1.A - WALT** organize reasons and evidence logically in argumentative writing |  |  |  |  |
| **W.8.1.B – WALT** support claims with clear reasons and relevant evidence in argumentative writing |  |  |  |  |
| **W.8.1.B – WALT** support claims with logical reason and relevant evidence in argumentative writing |  |  |  |  |
| **W.8.1.B – WALT** use accurate and credible sources in argumentative writing |  |  |  |  |
| **W.8.1.B – WALT** demonstrate an understanding of the topic or text in argumentative writing |  |  |  |  |
| **W.8.1.C – WALT** use words, phrases and clauses to create cohesion in argumentative writing |  |  |  |  |
| **W.8.1.C – WALT** clarify the relationship among claims, counterclaims, reasons and evidence in argumentative writing |  |  |  |  |
| **W.8.1.D – WALT** writing can establish and maintain a formal style in argumentative writing |  |  |  |  |
| **W.8.1.D – WALT** there are various approaches and forms to establish and maintain a formal/academic style |  |  |  |  |
| **W.8.1.D – WALT** establish and maintain a formal style in argumentative writing |  |  |  |  |
| **W.8.1.E – WALT** provide a concluding statement or section that follows from and supports the argument presented in argumentative writing |  |  |  |  |
| **SL.8.4. – WALT** present claims and findings |  |  |  |  |
| **SL.8.4. – WALT** emphasize salient points in a focused, coherent manner with relevant evidence/sound valid reasoning/well-chosen details |  |  |  |  |
| **W.8.7. – WALT** questions can be answered by conducting short research projects |  |  |  |  |
| **W.8.7. – WALT** generate our own questions for short research projects |  |  |  |  |
| **W.8.7. – WALT** conduct short research projects to answer a question, including questions we generated |  |  |  |  |
| **W.8.7. – WALT** our questioning can generate multiple avenues of exploration |  |  |  |  |
| **W.8.8. – WALT** use search terms correctly |  |  |  |  |
| **W.8.8. – WALT** quote and paraphrase the data and conclusion of others |  |  |  |  |
| **W.8.8. – WALT** avoid plagiarism and follow a standard format for citation |  |  |  |  |
| **W.8.9.B – WALT** evidence from the text can support analysis, reflection and research |  |  |  |  |
| **W.8.9.B – WALT** draw evidence from literary nonfiction to support analysis, reflection and research |  |  |  |  |
| **SL.8.5. – WALT** presentations can clarify information, strengthen claims and evidence, and add interest |  |  |  |  |
| **SL.8.5. – WALT** integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest |  |  |  |  |
| **L.8.1.A – WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.8.1.A – WALT** verbs have several functions in the context of particular sentences |  |  |  |  |
| **L.8.1.A – WALT** explain the function of verbals (gerunds, participles, infinitives) in general |  |  |  |  |
| **L.8.1.A – WALT** explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences |  |  |  |  |
| **L.8.2. – WALT** use an ellipsis to indicate an omission |  |  |  |  |
| **L.8.4. – WALT** use Greek/Latin root words and affixes to determine the meaning of word |  |  |  |  |
| **L.8.5.B – WALT** use relationships between words to better understand each word |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

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

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