# CAR Unit Template

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

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E. Establish and maintain a formal style/academic style, approach, and form.

**W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.8.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

[**W.8.**](http://www.corestandards.org/ELA-Literacy/W/8/6/)**5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

A. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

**W.8.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**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.

**SL.8.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Form and use verbs in the active and passive voice.

**L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### 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.8.2. – WALT** informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content |  |  |  |  |
| **W.8.2. – WALT** write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content |  |  |  |  |
| **W.8.2. – WALT** write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content |  |  |  |  |
| **W.8.2.A – WALT** informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc. |  |  |  |  |
| **W.8.2.A – WALT** introduce a topic and organize ideas, concepts and information using text structure and text features |  |  |  |  |
| **W.8.2.A – WALT** informative/explanatory writing has text features, e.g., headings, graphics, and multimedia |  |  |  |  |
| **W.8.2.A – WALT** use text structures to organize ideas, concepts, and information in informative/explanatory writing |  |  |  |  |
| **W.8.2.A – WALT** use text features to organize ideas, concepts, and information in informative/explanatory writing |  |  |  |  |
| **W.8.2.B – WALT** in informative/explanatory text, the topic can be developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples |  |  |  |  |
| **W.8.2.B – WALT** develop the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text |  |  |  |  |
| **W.8.2.C – WALT** appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text |  |  |  |  |
| **W.8.2.C – WALT** transitions can be varied |  |  |  |  |
| **W.8.2.C – WALT** use appropriate and varied transitions to create cohesion in informative/explanatory text |  |  |  |  |
| **W.8.2.C – WALT** use appropriate and varied transitions to clarify the relationships among ideas and concepts in informative/explanatory text |  |  |  |  |
| **W.8.2.D – WALT** use precise language to inform about or explain the topic in informative/explanatory text |  |  |  |  |
| **W.8.2.D – WALT** use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text |  |  |  |  |
| **W.8.2.E – WALT** establish and maintain a formal/academic style, approach, and form in informative/explanatory text |  |  |  |  |
| **W.8.2.F – WALT** provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text |  |  |  |  |
| **W.8.2.F – WALT** provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text |  |  |  |  |
| **W.8.4. – WALT** development, organization, voice and style produce clear and coherent writing |  |  |  |  |
| **W.8.4. – WALT** organize writing that is appropriate to task, purpose and audience |  |  |  |  |
| **W.8.4. – WALT** develop writing that is appropriate to task, purpose and audience |  |  |  |  |
| **W.8.4. – WALT** produce clear and coherent writing with a voice that is appropriate to task, purpose and audience |  |  |  |  |
| **W.8.4. – WALT** produce clear and coherent writing with a style that is appropriate to task, purpose and audience |  |  |  |  |
| **W.8.5. – WALT** guidance and support from peers and adults help strengthen and develop writing |  |  |  |  |
| **W.8.5. – WALT** writing has a purpose and an intended audience |  |  |  |  |
| **W.8.5. – WALT** purpose and audience are important to writing |  |  |  |  |
| **W.8.5. – WALT** with some guidance and support from peers and adults, develop and strengthen writing by planning |  |  |  |  |
| **W.8.5. – WALT** with some guidance and support from peers and adults, develop and strengthen writing by revising |  |  |  |  |
| **W.8.5. –WALT** with some guidance and support from peers and adults, develop and strengthen writing by editing |  |  |  |  |
| **W.8.5. – WALT** with some guidance and support from peers and adults, develop and strengthen writing by rewriting |  |  |  |  |
| **W.8.5. – WALT** with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach |  |  |  |  |
| **W.8.5. – WALT** with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed |  |  |  |  |
| **W.8.6. – WALT** the internet and technology can be used to publish and produce writing |  |  |  |  |
| **W.8.6. –WALT** use technology, including the internet, to produce and publish writing |  |  |  |  |
| **W.8.6. – WALT** use technology to interact and collaborate with others to produce and publish writing |  |  |  |  |
| **W.8.6. – WALT** use technology, including the internet, to present the relationship between information and ideas efficiently |  |  |  |  |
| **W.8.9. – WALT** evidence from literary or informational texts support analysis, reflection and research |  |  |  |  |
| **W.8.9. – WALT** draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing |  |  |  |  |
| **W.8.10. – WALT** writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences |  |  |  |  |
| **W.8.10. – WALT** write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline-specific tasks, purposes, and audiences |  |  |  |  |
| **W.8.10. – WALT** write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences |  |  |  |  |
| **SL.8.4.** **– WALT** claims and findings should be presented with relevant evidence, sound valid reasoning, and well-chosen details |  |  |  |  |
| **SL.8.4.** **– WALT** use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation) |  |  |  |  |
| **SL.8.6.** **– WALT** adapt speech to a variety of contexts and tasks. |  |  |  |  |
| **SL.8.6.** **– WALT** demonstrate command of formal English when indicated or appropriate |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**1.B** **– WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**1.B** **– WALT** verbs can be used in passive or active voice |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**1.B** **– WALT** form and use verbs in active voice |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**1.B** **– WALT** form and use verbs in passive voice |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** verbs in the active and passive voice can emphasize the actor or the action |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** verbs in the conditional or subjunctive mood can express uncertain or describe a state contrary to the fact |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** use knowledge of language and its conventions when writing |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** use knowledge of language and its conventions when speaking |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** use knowledge of language and its conventions when reading |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** use knowledge of language and its conventions when listening |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** use verbs in the active and passive voice in the conditional mood to achieve particular effects |  |  |  |  |
| **L.8**[**.**](http://www.corestandards.org/ELA-Literacy/L/8/1/)**3.A** **– WALT** use verbs in the active and passive voice in the subjunctive mood to achieve particular effects. |  |  |  |  |

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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