# CAR Unit Template

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

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.8.6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

[**RI.8.1**](http://www.corestandards.org/ELA-Literacy/RI/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.

[**RI.8.2**](http://www.corestandards.org/ELA-Literacy/RI/8/2/)**.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

**RI.8.5.** Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

**RL.8.6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**RI.8.10.** By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**SL.8.3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### 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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| **RL.8.6. – WALT** determine points of view of characters, the audience, or reader |  |  |  |  |
| **RL.8.6. – WALT** define and analyze the use of dramatic irony |  |  |  |  |
| **RL.8.6. – WALT** analyze how point of view of the character creates effects in the text |  |  |  |  |
| **RL.8.6. – WALT** analyze how the point of view of the reader/audience creates effects in the text |  |  |  |  |
| **RL.8.6. – WALT** characters in the text, the audience, and the reader can have different points of view |  |  |  |  |
| **RL.8.6. – WALT**  different points of view create effects such as suspense or humor |  |  |  |  |
| [**RI.8.1**](http://www.corestandards.org/ELA-Literacy/RI/8/1/)**.**  **– WALT** pieces of textual evidence vary in strength and relevance |  |  |  |  |
| [**RI.8.1**](http://www.corestandards.org/ELA-Literacy/RI/8/1/)**.** **– WALT** cite text evidence that most strongly supports an analysis of what the text says explicitly |  |  |  |  |
| [**RI.8.1**](http://www.corestandards.org/ELA-Literacy/RI/8/1/)**.**  **– WALT** cite text evidence that most strongly supports an analysis of inferences drawn from the text |  |  |  |  |
| [**RI.8.1**](http://www.corestandards.org/ELA-Literacy/RI/8/1/)**.**  **– WALT** make relevant connections that most strongly supports analysis of what the text says explicitly |  |  |  |  |
| [**RI.8.1**](http://www.corestandards.org/ELA-Literacy/RI/8/1/)**.**  **– WALT** make relevant connections that most strongly supports analysis of inferences drawn from the text |  |  |  |  |
| **RI.8.2. - WALT** a central idea is developed over the course of a text |  |  |  |  |
| **RI.8.2. - WALT** a central idea is developed through its relationship to supporting ideas |  |  |  |  |
| **RI.8.2. - WALT** determine a central idea of a text |  |  |  |  |
| **RI.8.2. - WALT** analyze [a central idea’s] development over the course of the text, including its relationship to supporting ideas |  |  |  |  |
| **RI.8.2. - WALT** provide an objective summary of the text |  |  |  |  |
| **RI.8.3. - WALT** a text makes connections among individuals, ideas, and events through comparisons, analogies, or categories |  |  |  |  |
| **RI.8.3. - WALT** a text makes distinctions among individuals, ideas, or events through comparisons, analogies, or categories |  |  |  |  |
| **RI.8.4. - WALT** words have figurative, connotative, and technical meanings |  |  |  |  |
| **RI.8.4. - WALT** word choices affect meaning and tone |  |  |  |  |
| **RI.8.4. - WALT** analogies and allusions to other texts affect meaning and tone |  |  |  |  |
| **RI.8.4. - WALT** determine the meaning of words/phrases as they are used in a text, including figurative, connotative, and technical meanings |  |  |  |  |
| **RI.8.4. - WALT** analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts |  |  |  |  |
| **RI.8.5. - WALT** authors can use different structures for different paragraphs in a text |  |  |  |  |
| **RI.8.5. - WALT** authors can craft specific sentences in a paragraph to develop and refine a key concept |  |  |  |  |
| **RI.8.5. - WALT** analyze the structure an author uses to organize a paragraph in a text |  |  |  |  |
| **RI.8.5** – **WALT** identify the role of particular sentences to develop and refine concepts |  |  |  |  |
| **RI.8.6. - WALT** determine points of view of characters, the audience, or reader |  |  |  |  |
| **RI.8.6. - WALT** define and analyze the use of dramatic irony |  |  |  |  |
| **RI.8.6. - WALT** analyze how point of view of the character creates effects in the text |  |  |  |  |
| **RI.8.6. - WALT** analyze how the point of view of the reader/audience creates effects in the text |  |  |  |  |
| **RI.8.6. - WALT** characters in the text, the audience, and the reader can have different points of view |  |  |  |  |
| **RI.8.6. -WALT** different points of view create effects such as suspense or humor |  |  |  |  |
| **RI.8.10. - WALT** read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed |  |  |  |  |
| **SL.8.3. – WALT** reasons and evidence need to be sound and relevant |  |  |  |  |
| **SL.8.3. – WALT** a speaker may have irrelevant evidence for arguments and claims |  |  |  |  |
| **SL.8.3. – WALT** delineate a speaker’s argument and specific claims |  |  |  |  |
| **SL.8.3 – WALT** evaluate the soundness of the reasoning and relevance and sufficiency of the evidence |  |  |  |  |
| **SL.8.3 – WALT** identify when irrelevant evidence is introduced |  |  |  |  |

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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