# CAR Unit Template

## Unit Title: ELA – Synthesizing Literature and Nonfiction - Unit 3 - Module A

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.8.4.** 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.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**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.

**RL.8.7.** Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

**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.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**RI.8.8.** 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.

**RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### 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.8.2. - WALT** analyze the development of a theme over the course of a text |  |  |  |  |
| **RL.8.4. - WALT** determine how word choice shows an analogy or allusion to another text |  |  |  |  |
| **RL.8.4. - WALT** determine how an analogy or allusion to another text affects the meaning or the tone of text |  |  |  |  |
| **RL.8.5. - WALT** compare and contrast the structure of two or more texts |  |  |  |  |
| **RL.8.5. - WALT** analyze how different structure contributes to the meaning of the texts |  |  |  |  |
| **RL.8.5. - WALT** analyze how different structure contributes to the style of the texts |  |  |  |  |
| **RL.8.5. - WALT** text structures contribute to the meaning of the text |  |  |  |  |
| **RL.8.5. - WALT** text structures contribute to the style of the text |  |  |  |  |
| **RL.8.5. - WALT** authors make deliberate decisions about the structure of texts and that contributes to its overall meaning |  |  |  |  |
| **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 |  |  |  |  |
| **RL.8.7. - WALT** evaluate choices made by actors and directors |  |  |  |  |
| **RL.8.7. - WALT** analyze how the film stays faithful to the text/script |  |  |  |  |
| **RL.8.7. - WALT** analyze how the film departs from the text/script |  |  |  |  |
| **RL.8.7. - WALT** actors and directors make deliberate decisions on how much they choose to stay faithful to or depart from the original text or script |  |  |  |  |
| **RI.8.3. - WALT** analyze how a text makes connections among individuals, ideas, or events (e.g., through comparisons, analogies, or categories) |  |  |  |  |
| **RI.8.3. - WALT** analyze how a text makes distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) |  |  |  |  |
| **RI.8.4. - WALT** analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts |  |  |  |  |
| **RI.8.7. - WALT** different mediums have advantages and disadvantages when presenting a particular topic or idea |  |  |  |  |
| **RI.8.7. - WALT** evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea |  |  |  |  |
| **RI.8.7. - WALT** evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea |  |  |  |  |
| **RI.8.8. - WALT** the reasonings of an argument should be sound |  |  |  |  |
| **RI.8.8. - WALT** the evidence of an argument should be relevant and sufficient**RI.8.8. - WALT** authors may introduce irrelevant evidence in arguments |  |  |  |  |
| **RI.8.8. - WALT** delineate the argument and specific claims in a text |  |  |  |  |
| **RI.8.8. - WALT** evaluate the argument and specific claims in a text |  |  |  |  |
| **RI.8.8. - WALT** assess whether the reasoning is sound and the evidence is relevant and sufficient |  |  |  |  |
| **RI.8.8. - WALT** recognize when irrelevant evidence is introduced |  |  |  |  |
| **RI.8.9. - WALT** two or more texts can provide conflicting information on the same topic |  |  |  |  |
| **RI.8.9. - WALT** texts can disagree on matters of fact or interpretation |  |  |  |  |
| **RI.8.9. - WALT** analyze (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic |  |  |  |  |
| **RI.8.9. - WALT** reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic |  |  |  |  |
| **RI.8.9. - WALT** identify where the texts disagree on matters of fact |  |  |  |  |
| **RI.8.9. - WALT** identify where the texts disagree on matters of interpretation |  |  |  |  |
| **SL.8.2. - WALT** information in diverse media and formats can be analyzed |  |  |  |  |
| **SL.8.2. - WALT** there are various motives for presenting information in diverse media and formats |  |  |  |  |
| **SL.8.2. - WALT** analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) |  |  |  |  |
| **SL.8.2. - WALT** evaluate the motives (e.g., social, commercial, political) behind its presentation |  |  |  |  |

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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