# CAR Unit Template

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

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.

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

C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

**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.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### 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.8.7. – WALT** short research projects can draw on several sources |  |  |  |  |
| **W.8.7. – WALT** draw on several sources |  |  |  |  |
| **W.8.7. – WALT** generate additional, related, focused questions that allow for multiple avenues of explorations |  |  |  |  |
| **W.8.8. – WALT** print and digital sources are ways to gather relevant information |  |  |  |  |
| **W.8.8 – WALT** gather relevant information from multiple print and digital sources |  |  |  |  |
| **W.8.8 – WALT** assess the credibility and accuracy of each source |  |  |  |  |
| **L.8.1.C – WALT** form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood |  |  |  |  |
| **L.8.4.D – WALT** consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital |  |  |  |  |
| **L.8.5.C – WALT** distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute) |  |  |  |  |

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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