

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

8th Grade

Unit of Study: Reading - Finding the Evidence; Writing – Focus on Developing Arguments and Formulating Relevant Claims and Supporting Evidence in Expository and Persuasive Writing

Pacing: Instruction – 25 days (5 day buffer)

Overarching Common Core State Standards:

- **CC.8.R.L.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**
- CC.8.R.L.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.
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.8.R.I.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.**
- CC.8.R.I.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.
- CC.8.R.I.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **CC.8.R.I.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.**
- **CC.8.R.I.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretations.**
- **CC.8.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.8.W.2: Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- CT.8.R.7: After Reading—Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.
- CT.8.R.10: After Reading—Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.14: After Reading—Critique an author's reasoning and use of evidence in an argument or defense of a claim.

- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.

Priority Standards:

- **CC.8.R.L.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.8.R.I.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.
- **CC.8.R.I.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.
- **CC.8.R.I.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretations.
- **CC.8.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.8.W.2:** Write informative/expository texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **CC.8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Strong textual evidence for explicit and implicit meaning	Cite	Understanding
Central idea of text	Determine	Analyzing
Development of central idea in text	Analyze	Analyzing
Text objectively	Summarize	Understanding/analyzing
Argument/claims, assessing reasoning and evidence	Delineate and evaluate	Understanding/evaluating
Irrelevant evidence	Recognize	Understanding
Where texts disagree on matters of fact or interpretation	Analyze	Analyzing
Clear reasons and relevant evidence	Write arguments	Creating
Convey ideas, concepts and information	Write informative/explanatory texts	Creating
Appropriate to task, purpose and audience	Produce writing	Creating

Essential Questions	Big Ideas
How can the reader analyze texts written on the same theme or topic that include different information?	Similar themes and topics can be evaluated across multiple texts even if arguments and related evidence vary.