

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 6

8th Grade

Unit of Study: Reading – Investigations; Writing – Focus on Researching Relevant Topics and Claims and Drawing Conclusions

Pacing: Instruction – 25 days (5 day buffer)

Overarching Common Core State Standards:

- 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.**
- **CC.8.W.7: Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**
- **CC.8.W.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.**

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.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- 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.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.

- 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.15: After Reading—Analyze and critique the intended effects of propaganda techniques the author uses to influence readers’ perspectives.
- 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.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.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.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.
- **CC.8.W.7:** Conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CC.8.W.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.

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 meanings	Cite	Understanding
Word/phrase meanings	Determine	Understanding
Impact of word choice on meaning and tone	Analyze	Analyzing
Argument/claims, assessing reasoning and evidence	Delineate and evaluate	Understanding/evaluating
Irrelevant evidence	Recognize	Understanding
Where two or more texts provide conflicting information; where disagreement occurs regarding fact or interpretation	Analyze and identify	Analyzing/understanding
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

Drawing on several sources; allowing for multiple avenues of exploration	Conduct research	Analyzing/Evaluating
Assessing credibility, paraphrasing data/conclusions, following standard citation format	Gather relevant information	Analyzing/Evaluating

Essential Questions	Big Ideas
What should readers do when researching a topic?	Investigating texts as part of researching a topic requires identifying relevant text-based evidence, analyzing author's word choice as well as analyzing author's reasoning for making specific arguments/claims.
Why should multiple sources be accessed when researching a topic?	Researchers deepen their understanding of a topic by clarifying and organizing related information presented by multiple authors as well as identifying and analyzing where information/arguments conflict.