

## On the Record - Informational Text

Grade 8 ELA      Grade 8 ELA

Start Date: September 30, 2013

End Date : October 25, 2013

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|---|---|--|
| <p>Unit Overview</p> <p>A Reader's perspective of the elements of informational text.</p> <ol style="list-style-type: none"><li>1. Identifying Author's Message</li><li>2. Informational Text Structures</li><li>3. Evaluating the Author's Message</li><li>4. Determining Relevance and Accuracy</li></ol> | <p>Content Elaborations</p> <p>Reading: Readers are able to separate text into parts for individual study and look for evidence (either directly stated or inferred) that helps the author convey the intended message to the audience.</p> <p>Readers must understand the use of certain literary terms and the impact that these terms have on a text. Readers also must understand that the structure of a paragraph and the sentences that develop it must give the reader important information that helps the author in conveying the message of a text. The author's point of view is established through the use of language, organization, and details.</p> <p>When presenting a particular topic or idea, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</p> | <p>Unit Resources</p> <p>On the Record:<br/>Life and Death<br/>Reporting Live<br/>State of Emergency<br/>Family Ties</p> |
| <p>Unit Vocabulary</p> <p>See vocabulary associated with each selection.</p>  | <p>Enduring Understandings (Big Ideas)</p> <ol style="list-style-type: none"><li>1. Identifying Author's Message: How do readers use and cite elements of a text to support analyses and develop relevant inferences?</li><li>2. Informational Text Structures: How do authors use a variety of text structures to develop and support a central idea/theme?</li><li>3. Evaluating the Author's Message: How does</li></ol>   | <p>Connections</p> <p>Language Arts: Elements of Informational Text</p> <p>Social Studies: Social Justice</p>            |

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|  | <p>the use of language devices impact meaning in an informational text?</p> <p>4.Determining Relevance and Accuracy: How do readers delineate and evaluate the argument and claims in texts to assess sound reasoning, the sufficiency of evidence and detect irrelevant evidence?</p> |  |
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### Standards

#### CC\_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 8 English Language Arts

Strand CCSS.ELA-Literacy.R.8 Reading

CCSS.ELA-Literacy.RI.8 Informational Text

##### Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Level Standard CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Grade Level Standard CCSS.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.

Grade Level Standard CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

##### Craft and Structure

Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Anchor Standard RI.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard CCSS.ELA-Literacy.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.

Grade Level Standard CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key

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Grade Level Standard CCSS.ELA-Literacy.RI.8.6 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.

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| Student Assessment<br>NWEA Map (Benchmark)<br>STAR/AR<br>End of selection tests | Unit Reflection |
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### On the Record - Informational Text

| Content   | Skills   | Assessment |
|---|--|------------|
| A. Define Self - "Family Ties"<br>B. Become Resilient - "Life and Death"<br>C. Engage Others - "State of Emergency"<br>D. Build Capacity - "Reporting Live" | A. Define Self - "Family Ties"<br>1. Read for Details<br>2. Summarize<br>B. Become Resilient - "Life and Death"<br>1. Compare and Contrast<br>2. Follow Sequence of Events<br>C. Engage Others - "State of Emergency"<br>1. Synthesize Information<br>2. Understanding Cause and effect<br>D. Build Capacity - "Reporting Live"<br>1. Make Inferences<br>2. Understanding Problem and Solution |            |