# CAR Unit Template

## Unit Title: ELA - Reflecting and Connecting with Narration - Unit 4 - Module B

**Grade level: Grade 8**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event

sequence that unfolds naturally and logically.

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and

show the relationships among experiences and events.

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

D. Recognize and correct inappropriate shifts in verb voice and 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.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### 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.8.3. – WALT** narratives develop real or imagined experiences or events |  |  |  |  |
| **W.8.3. – WALT** narratives use effective technique, relevant descriptive details, and well-structured event sequences |  |  |  |  |
| **W.8.3. – WALT** write narratives to develop real or imagined experiences or events. |  |  |  |  |
| **W.8.3. – WALT** use effective technique to create a narrative |  |  |  |  |
| **W.8.3. – WALT** use relevant descriptive details to create a narrative |  |  |  |  |
| **W.8.3. – WALT** use well-structured event sequences to create a narrative |  |  |  |  |
| **W.8.3.A – WALT** engage and orient the reader by establishing a context and point of view in narrative writing |  |  |  |  |
| **W.8.3.A – WALT** introduce a narrator and/or characters in narrative writing |  |  |  |  |
| **W.8.3.A – WALT** organize an event sequence that unfolds naturally and logically in narrative writing |  |  |  |  |
| **W.8.3.B – WALT** there are different narrative techniques, e.g., dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters |  |  |  |  |
| **W.8.3.B – WALT** use narrative techniques (such as dialogue, pacing, description, and reflection) |  |  |  |  |
| **W.8.3.C – WALT** transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing |  |  |  |  |
| **W.8.3.C – WALT** transition words, phrases, and clauses show the relationship among experiences and events in narrative writing |  |  |  |  |
| **W.8.3.C – WALT** use a variety of transition words, phrases, and clauses to convey sequence |  |  |  |  |
| **W.8.3.C – WALT** use a variety of transition words, phrases, and clauses to show the relationships among experiences and events in narrative writing |  |  |  |  |
| **W.8.3.D – WALT** use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events in narrative writing |  |  |  |  |
| **W.8.3.E – WALT** provide a conclusion that follows from and reflects on the narrated experiences or events |  |  |  |  |
| **L.8.1.D – WALT** recognize and correct inappropriate shifts in verb voice and mood |  |  |  |  |
| **L.8.4.D – WALT** determine or clarify its precise meaning or its part of speech |  |  |  |  |
| **L.8.4.D – WALT** verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) |  |  |  |  |

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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