

8th Grade Quarter 3 It's All about the Argument

Unit Overview: This unit is all about the argument. Students will read articles on topics of interest to identify the elements of argument - claim(s), reasons, evidence, and counterclaim(s). They will learn how to write an argumentative essay with an emphasis on acknowledging and distinguishing the claim(s) from alternate or opposing claims/counterclaims. Students will also read literary works, such as "The Tell-Tale Heart" by Edgar Allan Poe, to analyze perspective of the narrator/speaker. Students will research an issue that is important to them and will compose a speech and an argumentative essay based on their research.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
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. (RL.8.10) .	By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently proficiently. (RI.8.10) .	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.8.10) .	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) (SL.8.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.8.6) .

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

Priority Standards: This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be





ELP Standards: There are 10 [English Language Proficiency \(ELP\) standards](#) that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been

Supporting Standards: These standards *support, connect to, or enhance* the Priority Standards. They are taught *within the context* of the priorities and often serve as instructional scaffolds, but they do

prioritized in the instruction and assessments of this quarter.	aligned with the priority standards of the unit.	not receive the <i>same</i> degree of emphasis.
RI.8.1 RI.8.2 RI.8.6	ELP Standard 6-8.1	RI.8.5
RI.8.4 L.8.4	ELP Standard 6-8.8	L.8.5
RI.8.8	ELP Standard 6-8.6	RI.8.9
RL.8.1	ELP Standard 6-8.1	RL.8.6
W.8.1 a-e W.8.4 W.8.7	ELP Standard 6-8.4 (W.8.4) ELP Standard 6-8.6 (W.8.1b) ELP Standard 6-8.9 (W.8.1c) ELP Standard 6-8.5 (W.8.7, W.8.8)	L.8.2 a-d W.8.8
SL.8.1 a-d	ELP Standard 6-8.2 ELP Standard 6-8.1 (SL.8.2) ELP Standard 6-8.6 (SL.8.3)	SL.8.2 SL.8.3
SL.8.4	ELP Standard 6-8.3 ELP Standard 6-8.4 ELP Standard 6-8.5 ELP Standard 6-8.9	SL.8.5
L.8.1.H-K	ELP Standard 6-8.10	

Essential Questions Students will keep considering:	Understandings Students will understand that:
<ul style="list-style-type: none"> ★ What is an argument? ★ How are compelling arguments crafted? <p>Guiding Questions</p> <ol style="list-style-type: none"> 1. Why do writers write? For whom? 2. Where do ideas for writing come from? 3. How do writers organize their ideas? 	<ul style="list-style-type: none"> ● Argumentative texts have strong claims supported with clear reasons and relevant evidence and counterclaims. ● Powerful writing should produce texts that reflect planning and organization. ● Writers write with purpose and audience in mind. ● Writers are purposeful in their use of diction and syntax.

Knowledge	Skills
<p>Students will acquire knowledge of:</p> <p>RI.6</p> <ul style="list-style-type: none"> • Conflicting evidence or viewpoints <p>RI.8 & SL.3</p> <ul style="list-style-type: none"> • Irrelevant Evidence <p>RI.9</p> <ul style="list-style-type: none"> • Conflicting information of a topic in two or more texts <p>W.1</p> <ul style="list-style-type: none"> • Counterclaims <p>W.7</p> <ul style="list-style-type: none"> • Self-generated research question(s) <p>SL.2</p> <ul style="list-style-type: none"> • Purpose of information • Motives of a presentation <p>L.2</p> <ul style="list-style-type: none"> • Ellipsis <p>*See Literary Toolbox for 8th grade for a comprehensive list of literary and writing terms.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to: <ul style="list-style-type: none"> ○ Comprehend, analyze, and critique a variety of increasingly complex texts, ○ Develop appropriate grade level skills in writing, ○ Develop appropriate grade level skills in language, and ○ Develop appropriate grade level skills in speaking and listening <p>based on the standards at or above 8th grade level.</p>

<h3 style="text-align: center;">Stage 2 - Assessment Evidence</h3>		
<p>Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.</p>		
Pre-Assessment	Performance Task	Post Assessment
 <p>2nd Semester Pre DFA</p>	 <p>Research and Presentation</p>	 <p>Common Writing Assignment</p>  <p>Post Q3 DFA</p>

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



[Technology Integration](#)



[Language Support](#)



[Pre-AP Vertical Alignment](#)



[Instructional Strategies](#)









[ACT Resources and Support](#)










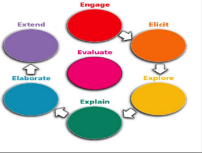
[Lessons with Embedded Empowering Writers' Strategies](#)



Suggested Timeline

Ongoing	 ACT Aspire Writing Practice W.8.4 W.8.10 Argumentative/Persuasive Scoring Guide	 Argumentative Writing Mini-Lessons with Adapted Empowering Writers' Lessons	
Week 1	 2nd Semester Pre DFA	 What is the Argument RI.8.1 RI.8.2 RI.8.5 SL.8.2 SL.8.3	 Independent Reading Expectations RL.8.1 RL.8.10  Pre-AP Independent Reading Assignment

			<p>W.8.4 W.8.9</p>
<p>Weeks 2-3</p>	 <p><u>Argumentative Writing throughout the Unit</u> RI.8.1 RI.8.2 RI.8.8 W.8.1 W.8.4 RI.8.5</p>	<p>Reviewing a Valid Claim</p>  <p><u>Create Valid Claim</u> SL.8.1 SL.8.1.A SL.8.1.B SL.8.1.C SL.8.1.D W.8.1.A W.8.4</p>	 <p><u>Relevant Evidence Presented in a Short Story</u> RL.8.1 RI.8.8 RL.8.6</p>
<p>Weeks 3-5</p>	 <p><u>Supporting Literary Claim with Relevant Evidence</u> RL.8.1 W.8.1 L.8.4 L.8.5</p>	 <p><u>Relevant Evidence in Informational Articles</u> RI.8.1 RI.8.6 RI.8.8 W.8.1.B W.8.4</p>	 <p><u>Formal Style</u> W.8.1.D W.8.4 L.8.2. A-D</p>  <p><u>Sound Reasoning in Political Cartoons</u> RI.8.8</p>
<p>Weeks 6-7</p>	 <p><u>What's Your Argument Webquest</u> RI.8.1 RI.8.2 RI.8.6 RI.8.8 SL.8.4 RI.8.5 RI.8.9 W.8.7 W.8.8 SL.8.3 SL.8.5</p>	 <p><u>Verbal Argumentation in a Socratic Circle Discussion</u> SL.8.4 SL.8.3</p>	

<p>Week 8</p>	 <p><u>Finish What's Your Argument Webquest</u> RI.8.1 RI.8.2 RI.8.6 RI.8.8 SL.8.4 RI.8.5 RI.8.9 W.8.7 W.8.8 SL.8.3 SL.8.5</p>	 <p><u>Pre-AP Literary Analysis</u> W.8.4 W.8.3</p>  <p><u>Common Writing Assignment</u></p>  <p><u>Post Q3 DFA</u></p>
<p>Week 9</p>	 <p><u>Remediation or Extension</u></p>	

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