A.	**Essential Standard:**
	Vocab:
	•
	Essential Standard:
	• **RL 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.
	• **RL 8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	• **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.
	o I can define point of view as how the author feels about the text.
	o I can determine an author's point of view *(What do I know about the authors opinions, values, and/or beliefs?)* and explain his/her purpose for writing the text.
	o I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints *(How does the author respond? Does he/she use information, evidence, statistics, etc. to strengthen his/her own viewpoint?).*
	Vocab:
	•
	Essential Standard:
	• **RI.8.8** 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.
	o I can identify the side of an argument an author presents in a text.
	o I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written).
	o I can identify claims that are supported by fact(s) and those that are opinion(s).
	o I can and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.
	Learning Targets:
	• **RI.8.9** 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 interpretation.
	o I can recognize how two or more texts can provide conflicting information on the same topic.
	o I can analyze how authors interpret and emphasize different

evidence when writing about the same topic.
- o I can compare (analyze the similarities) how two texts communicate the same topic.
- o I can contrast (analyze the differences) how two texts communicate the same topic.
- o I can identify where two or more texts on the same topic disagree on matters of fact or interpretation.
- o I can describe how one author's interpretation of a topic can be different from another author's depending on the facts are interpreted.

Vocab:
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Essential Standard:

    Learning Targets:
- **W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
  - o I can identify a topic that causes or has caused a debate in society.
  - o I can choose a side of the argument and identify reasons that support my choice.
  - o I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.
  - o I can support my argument with textual evidence ("word for word" support) found in credible sources.
  - o I can acknowledge counterclaims (opposing claims) in my argument.
  - o I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.

Vocab:
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Essential Standard:
- **SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
  - o I can review and /or research the material(s) to be discussed and determine key points and/or central ideas.
  - o I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.
  - o I can define the roles and rules necessary for collaborative discussion.
  - o I can come prepared with key points and textual evidence to contribute to a discussion.
  - o I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.

- I can track the progress of a discussion and recognize when the discussion is getting off-topic.
- I can make relevant observations and use my ideas and comments to further the discussion.
- I can review the key ideas presented in a discussion, integrate them with my own when warranted (appropriate), justify my own views based on evidence introduced by others.

Learning Targets:

Essential Standard:
- **SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
  - I can identify the side of an argument a speaker presents.
  - I can determine the credibility of a speaker and his/her purpose.
  - I can identify claims that are supported by fact(s) and those that are opinion(s).
  - I can evaluate if a speaker's argument is reasonable (sound) using evidence he/she provides to support his/her claims.
  - I can identify if a speaker has introduced irrlevant evidence when presenting his/her claim.
  - I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument.

Learning Targets:

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Essential Standard:
- **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - Use an ellipsis to indicate an omission.
  - Spell correctly.
- **L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - Use context as a clue to the meaning of a word or phrase
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
  - Consult general and specialized reference materials, both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
  - Verify the preliminary determination of the meaning of a word or phrase

Learning Targets:

Essential Standard:

B	**Pre-Assessment (attach) Enter or attach baseline data. What does "proficient" mean for this unit? This is the success criteria for the unit.** https://docs.google.com/document/d/1FjGdzLsV32UC1HMg8sSwZ-DG76aNEr0DK ICAb1lk7Ek/edit

7.1:
Explicit Questions:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (2/2)	0 18 17 15	76
Below (1/2 or below)	0 3 4 9	24

Inferential Questions:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (2/2)	0 7 7 4	27
Below (1/2 or below)	0 9 14 20	73

7.2:
Central Idea:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (2/2)	20 22 15 18	85
Below (1/2 or below)	4 2 8 6	23

7.6:
Purpose:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (1/1)	14 21 16 19	80
Below (0/1)	8 7 5 5	20

7.8:

Claim:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (2/2)	18 18 13 19	77
Below (1/2 or below)	4 3 8 5	23

Topic::

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (1/1)	22 21 21 22	97
Below (0/1)	0 0 0 2	3

Evidence/Reasoning:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (5/6 or 6/6)	13 15 13 15	63
Almost There (4/6)	4 5 5 5	22
Below (3/6 or below)	5 1 3 4	15

CounterClaim: (NEED TO INCLUDE NEXT TIME)

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (1/1)		
Below (0/1)		

Fact & Opinion:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (4/4)	18 13 17 12	68
Almost There (3/4)	4 7 3 8	25

Below (2/4 or below)	0	1	1	4	7

Credibility:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (2/2)	16 14 14 13	51
Below (1/2 or below)	6 7 7 11	49

Vocab:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (7/8 or 8/8)	5 3 7 9	27
Almost There (6/8 or 5/8)	11 12 9 7	44
Below (4/8 or below)	6 6 5 8	29

7.4:
Roots:

	22 + 21 + 21 + 24 = 88 kids	%
Proficient (4/4)	1 0 2 0	3
Almost There (3/4)	7 1 4 5	97
Below (2/4 or below)	16 23 17 19	

Commas		%
Proficient (2/2)	14 11 12	40
Below (1/2 or below)	6 10 9	60

C.	**Professional Practice Goal: What is your goal as a teacher that you will be working on during the unit?** My professional practice goal for the argumentative unit is for the students to receive a proficient or advanced on the essay.
D.	**Frontloaded Vocabulary Instruction. Identify several vocabulary words for this unit that your students should know before instruction or chapter reading begins. How will you introduce this vocabulary?**

	RL. 8.1
	    • Textual evidence, analyze, inference, explicit
	RL 8.2
	    • Main idea, central idea, objective summary, opinion, plot
	RL 8.3
	    •
	RL 8.6
	    •
	W 8.3
	    •
	L 8.1
	    • Proper noun, noun, sensory details
	L 8.2
	    • ellipsis , dash

E.	**Depth of Knowledge: Explain or attach activities for DOK 3 or DOK 4**
	    • **Develop a logical argument**
	    • **Cite evidence to prove a claim**
	    • **Formulate a claim with valid reasons**
	    • **Compare an argument to its counter argument**
	DOK4
	    • **Research sufficient evidence to find relevant information**
	    • **Create an argument**
	    • **Evaluate an argument**
	    • **Formatule answers using the A.C.E method**

F.	**Assessment: Formative** **Before students get to the final summative test, I will be formatively assessing their understanding through in class discussions, exit tickets, homework assignments (allowed to fix) journals, review guides, peer conferences, and teacher conferences.**

G.	**Differentiation:**
	Intervention
	      If students do not know the concepts yet or struggle with certain learning targets I will work on the following during intervention time.
	    • **Level up tutorials**
	    • **Reteaching worksheets**
	    • **Comprehension worksheets**
	    • **Interactive lessons**
	    • **Read Theory**
	    • **Online resources**
	Enrichment

	If students show mastery of certain learning targets, I will do the following. • **Extension worksheets** • **Level up tutorials** • **Work with Mrs. Kelly** • **Online resources**
H.	**Summative Expectation (State your goal) SMART Goal** My SMART goal for the argumentative unit is for the students to receive at least 80% on the argumentative essay.
I.	**Summative Assessment (Enter or attach data)** https://docs.google.com/document/d/11mOxsp_I-uqibWql1TNX1YE7JhHE3zlHuE UTSgx-v7c/edit

Explicit		%
Proficient (2/2)	17 21 21	**94**
Below (1/2 or below)	3 0 1	**6**

Inferential		%
Proficient (2/2)	13 17 16	**73**
Below(1/2 or below)	7 4 6	**27**

Central Idea		%
Proficient (2/2)	18 21 19	**92**
Below (1/2 or below)	2 0 3	**8**

Purpose		%
Proficient (1/1)	10 17 15	**67**

Below (0/1)	10 4 7	33

Claim		%
Proficient (1/1)	19 21 22	98
Below (0/1 or below)	1 0 0	2

Evidence and Reasoning		%
Proficient (5/6 or 6/6)	20 20 17	90
Almost There (4/6)	0 0 0	0
Below (3/6 or below)	0 1 5	10

CounterClaim		%
Proficient (1/1)	19 20 19	92
Below (0/1)	1 1 3	8

Fact & Opinion		%
Proficient (4/4)	13 19 22	86
Almost There (3/4)	7 2 0	14
Below (2/4 or below)	0 0 0	0

Credibility		%

Proficient (2/2)	16 20 21	90
Below (1/2 or below)	4 1 1	10

Vocab		%
Proficient (7/8 or 8/8)	13 18 20	81
Almost There (6/8 or 5/8)	5 2 2	14
Below (4/8 or below)	2 1 0	5

Root Words		%
Proficient (8/9 9/9)	7 13 14	54
Almost There (7/9)	8 7 5	32
Below (6/9 or below)	5 1 3	14

Sentence Structure		%
Proficient (4/4)	11 13 12	57
Almost There (3/4)	7 8 9	38
Below (2/4 or below)	3 0 1	5

Sentence Type		%
Proficient (4/4)	15 13 14	67
Almost There (3/4)	1 0 0	2
Below (2/4 or below)	4 8 8	31

Commas		%

Proficient (4/4)	10	14	15	**62**
Almost there (3/4)	8	4	1	**20**
Below (2/4 or below)	2	3	6	18

J.	**Reflection** **Overall this unit went well. All of the students showed growth from beginning to end. Next year I plan to give students more time to research and formulate their argumentative paper.**