# CAR Unit Template

## Unit Title: ELA – Introduction to Analytical Writing – Unit 1 – Module A

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.6.1.** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2.** Determine a theme/central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.6.3.** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**RL.6.6.** Explain how an author develops the point of view of the narrator or speaker in a text.

**RL.6.7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**RL.6.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**W.6.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a

word or phrase.

**L.6.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.6.6.** 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.

### 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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| **RL.6.1. - WALT** citing is a specific way of quoting textual evidence (citations mention the source of quoted text) |  |  |  |  |
| **RL.6.1. - WALT** there are different types of connections |  |  |  |  |
| **RL.6.1. - WALT** there are explicit and implicit meanings that can be drawn from a text |  |  |  |  |
| **RL.6.1. - WALT** relevant connections and text evidence are used to make inferences |  |  |  |  |
| **RL.6.1. - WALT** cite textual evidence to support analysis of what the text says explicitly |  |  |  |  |
| **RL.6.1.-WALT** cite textual evidence to support analysis of inferences drawn from the text |  |  |  |  |
| **RL.6.1. - WALT** make relevant connections to support analysis of what the text says explicitly |  |  |  |  |
| **RL.6.1. - WALT** make relevant connections to support analysis of inferences drawn from the text |  |  |  |  |
| **RL.6.1. - WALT** draw inferences from the text |  |  |  |  |
| **RL.6.2. - WALT** theme or central idea is conveyed through particular details in a text |  |  |  |  |
| **RL.6.2. - WALT** summaries do not include personal opinions |  |  |  |  |
| **RL.6.2. - WALT** determine a theme or central idea of a text |  |  |  |  |
| **RL.6.2. - WALT** provide a summary distinct from personal opinions or judgments |  |  |  |  |
| **RL.6.3. - WALT** the plot of a story or drama unfolds in a series of episodes ( i.e. literary elements: exposition, rising action, etc.) |  |  |  |  |
| **RL.6.3. - WALT** characters respond or change as the plot moves towards a resolution |  |  |  |  |
| **RL.6.3. - WALT** describe how the story’s or drama’s plot unfolds in a series of episodes |  |  |  |  |
| **RL.6.3. - WALT** describe how the characters respond or change as the plot moves toward a resolution |  |  |  |  |
| **RL.6.6. - WALT** there are different points of view in a story or poem |  |  |  |  |
| **RL.6.6. - WALT** an author develops the point of view of the narrator or speaker |  |  |  |  |
| **RL.6.6. - WALT** explain how an author develops the point of view of the narrator in a text |  |  |  |  |
| **RL.6.6. - WALT** explain how an author develops the point of view of the speaker in a text |  |  |  |  |
| **RL.6.7. - WALT** there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version |  |  |  |  |
| **RL.6.7. - WALT** compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text |  |  |  |  |
| **RL.6.10. - WALT** read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above |  |  |  |  |
| **W.6.10. – WALT** write routinely over ***extended time frames*** (time for research, reflection, metacognition/self correction and revision) for a range of discipline-specific tasks, purposes, and audiences |  |  |  |  |
| **SL.6.1. – WALT** engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on *grade 6 topics, texts*, and issue building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.6.1. – WALT** building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions |  |  |  |  |
| **SL.6.1. – WALT** come to discussions prepared, having read or studied required material |  |  |  |  |
| **SL.6.1.B – WALT** following rules for collegial discussions helps us engage in collaborative discussion |  |  |  |  |
| **SL.6.1.B – WALT** defining individual roles as needed helps us engage in collaborative discussion |  |  |  |  |
| **SL.6.1.C – WALT** posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion |  |  |  |  |
| **SL.6.1.D – WALT** reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion |  |  |  |  |
| **SL.6.6. – WALT** speakers adapt their speech appropriate to a task and situation |  |  |  |  |
| **L.6.4. – WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence |  |  |  |  |
| **L.6.4. – WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots |  |  |  |  |
| **L.6.4. – WALT** the meaning of unknown or multiple-meaning words can be determined through consulting different materials |  |  |  |  |
| **L.6.4. – WALT** use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.6.5. – WALT** words carry different meanings depending on how they are used |  |  |  |  |
| **L.6.6. – WALT** vocabulary knowledge is important to comprehension |  |  |  |  |

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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