# CAR Unit Template

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

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**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.

**RI.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.

**RI.6.2.** Determine a 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

**RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RI.6.6.** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text

**RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**RI.6.9.** Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.

**RI.6.10.** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**W.6.3.** 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**W.6.3.** 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, and description, to develop experiences, events, and/or characters.

**W.6.3.** 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 and signal shifts from one timeframe or setting to another.

**W.6.3.** 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 convey experiences and events.

**W.6.3.** 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 the narrated experiences or events

**W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

**W.6.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**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 audience

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use intensive pronouns (e.g., myself, ourselves).

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C. Recognize and correct inappropriate shifts in pronoun number and person.

**L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

**L.6.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**L.6.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Spell correctly.

**L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

**L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

B. Maintain consistency in style and tone.

### 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.6.4. - WALT** words have figurative meanings |  |  |  |  |
| **RL.6.4. - WALT** specific word choice in a text has an impact on meaning and tone |  |  |  |  |
| **RL.6.4. - WALT** determine the meaningof words and phrases as used in a text |  |  |  |  |
| **RL.6.4. - WALT** determine the meaning of figurative language as used in a text |  |  |  |  |
| **RL.6.4. - WALT** analyze the impact of word choice on meaning and tone |  |  |  |  |
| **RL.6.5. - WALT** authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot |  |  |  |  |
| **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 |  |  |  |  |
| **RI.6.1. - WALT** citing is one way of quoting textual evidence (citations mention the source of quoted text) |  |  |  |  |
| **RI.6.1. - WALT** there are explicit and implicit meanings that can be drawn from a text |  |  |  |  |
| **RI.6.2. - WALT** providing a summary is distinct from personal opinions or judgments |  |  |  |  |
| **RI.6.4. - WALT** how words and phrases are used in a text determine its meaning |  |  |  |  |
| **RI.6.4. - WALT** words and phrases have figurative meanings |  |  |  |  |
| **RI.6.4. - WALT** words and phrases have connotative meanings |  |  |  |  |
| **RI.6.4. - WALT** words and phrases have technical meanings |  |  |  |  |
| **RI.6.6. - WALT** an author’s point of view is conveyed in a text |  |  |  |  |
| **RI.6.6. - WALT** authors write for different purposes |  |  |  |  |
| **RI.6.7. - WALT** information can be presented in different media or formats as well as words to develop an understanding of a topic or issue |  |  |  |  |
| **RI.6.7. - WALT** integrate information presented in different media or formats and in words to develop an understanding of a topic or issue |  |  |  |  |
| **RI.6.9. - WALT** one author’s presentation of events may differ with that of another (e.g.,memoir and biography) |  |  |  |  |
| **RI.6.9. - WALT** read and comprehend literary nonfiction at grade-level text-complexity |  |  |  |  |
| **W.6.3.A - WALT** narratives use effective technique, relevant descriptive details, and well-structured event sequences |  |  |  |  |
| **W.6.3.A - WALT** write narratives to develop real or imagined experiences or events using effective technique |  |  |  |  |
| **W.6.3.A - WALT** use relevant descriptive details to create a narrative |  |  |  |  |
| **W.6.3.A - WALT** use well-structured event sequences to create a narrative |  |  |  |  |
| **W.6.3.A - WALT** engage and orient the reader by establishing a context in narrative writing |  |  |  |  |
| **W.6.3.A - WALT** introduce a narrator and/or characters in narrative writing |  |  |  |  |
| **W.6.3.A - WALT** organize an event sequence that unfolds naturally and logically in narrative writing |  |  |  |  |
| **W.6.3.B - WALT** use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing |  |  |  |  |
| **W.6.3.C - WALT** transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing |  |  |  |  |
| **W.6.3.C - WALT** transition words, phrases, and clauses show the relationship among experiences and events in narrative writing |  |  |  |  |
| **W.6.3.C - WALT** use a variety of transition words, phrases, and clauses to convey sequence |  |  |  |  |
| **W6.3.D - WALT** use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative writing |  |  |  |  |
| **W6.3.E - WALT** provide a conclusion that follows from the narrated experiences or events |  |  |  |  |
| **W6.4 - WALT** writers use different voice and style according to task, purpose and audience |  |  |  |  |
| **W6.4 - WALT** develop writing that is appropriate to task, purpose and audience |  |  |  |  |
| **W6.4 - WALT** organize writing that is appropriate to task, purpose and audience |  |  |  |  |
| **W.6.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by planning |  |  |  |  |
| **W.6.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by revising |  |  |  |  |
| **W.6.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by editing |  |  |  |  |
| **W.6.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by rewriting |  |  |  |  |
| **W.6.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by trying new approach |  |  |  |  |
| **W.6.6. - WALT** use technology, including the internet, to produce and publish writing |  |  |  |  |
| **W.6.6. - WALT** use technology, including the internet, to interact and collaborate with others to produce and publish writing |  |  |  |  |
| **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 |  |  |  |  |
| **L.6.1.A - WALT** the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking |  |  |  |  |
| **L.6.1.A - WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.6.1.A - WALT** recognize variations from standard English in their own and others' writing and speaking |  |  |  |  |
| **L.6.1.A - WALT** identify and use strategies to improve expression in conventional language |  |  |  |  |
| **L.6.1.A - WALT** ensure that pronouns are in the proper case (subjective, objective, possessive) |  |  |  |  |
| **L.6.1.B - WALT** use intensive pronouns (e.g., myself, ourselves) |  |  |  |  |
| **L.6.1.C – WALT** recognize and correct inappropriate shifts in pronoun number and person |  |  |  |  |
| **L.6.1.D – WALT** recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) |  |  |  |  |
| **L.6.2.A – WALT** following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English |  |  |  |  |
| **L.6.2. A – WALT** demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing |  |  |  |  |
| **L.6.2.A – WALT** use punctuation to set off nonrestrictive/parenthetical elements |  |  |  |  |
| **L.6.2.B. – WALT** spell correctly |  |  |  |  |
| **L.6.3.A – WALT** varying sentence patterns impacts meaning, interest, style and voice |  |  |  |  |
| **L.6.3.B – WALT** be consistent in style and tone |  |  |  |  |

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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