# CAR Unit Template

## Unit Title: ELA – Narrative Writing – Unit 1 – Module A

**Grade level: Grades 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2**. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

**RL.11-12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

### 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.11-12.1 – WALT** make relevant connections to support analysis of what the text says explicitly |  |  |  |  |
| **RL.11-12.1 - WALT** make relevant connections to support analysis of inferences drawn from the text |  |  |  |  |
| **RL.11-12.2 - WALT** two or more themes interact and build upon one another in a text |  |  |  |  |
| **RL.11-12.2 - WALT** two or more themes interact and build on one another to produce a complex text |  |  |  |  |
| **RL.11-12.2 - WALT** determine two or more themes or central ideas of a text |  |  |  |  |
| **RL.11-12.2 - WALT** analyze two or more themes or central ideas as they develop over the course of the text |  |  |  |  |
| **RL.11-12.2 - WALT** provide an objective summary of the text |  |  |  |  |
| **RL.11-12.3 – WALT** authors make specific choices to impact the development of a story or drama |  |  |  |  |
| **RL.11-12.3 – WALT** evaluate the impact of the author’s choices |  |  |  |  |
| **RL.11-12.3 – WALT** analyze the interaction of the elements of a story or drama |  |  |  |  |
| **RL.11-12.4 – WALT** the figurative and connotative meanings of words and phrases are determined by how they are used in the text |  |  |  |  |
| **RL.11-12.4 – WALT** specific words and phrases used in the text impact meaning and tone |  |  |  |  |
| **RL.11-12.4 – WALT** determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings |  |  |  |  |
| **RL.11-12.4 – WALT** analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful |  |  |  |  |
| **RL.11-12.5 – WALT** analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure |  |  |  |  |
| **RL.11-12.5 – WALT** author’s choices contribute to its overall structure and meaning of a text |  |  |  |  |
| **RL.11-12.5 – WALT** analyze how an author’s structural choices contribute to its overall meaning |  |  |  |  |
| **RL.11-12.5 – WALT** analyze how an author’s structural choices contribute to its aesthetic impact |  |  |  |  |
| **RL.11-12.6 – WALT** authors use multiple literary elements to establish their point of view |  |  |  |  |
| **RL.11-12.6 – WALT** analyze point of view |  |  |  |  |
| **RL.11-12.6 – WALT** distinguish what is directly stated in a text from what is really meant |  |  |  |  |
| **SL.11-12.1 – WALT** initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues |  |  |  |  |
| **SL.11-12.1 – WALT** build on others’ ideas and express our ideas clearly and persuasively |  |  |  |  |
| **SL.11-12.1 – WALT** in order to participate effectively in discussions, we must build on others’ ideas and express our own ideas clearly and persuasively. |  |  |  |  |
| **SL.11-12.1.A– WALT** read and research material to prepare for discussions |  |  |  |  |
| **SL.11-12.1.A – WALT** explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas |  |  |  |  |
| **SL.11-12.1.B - WALT** collaborate with peers to promote civil, democratic discussions and decision-making |  |  |  |  |
| **SL.11-12.1.B - WALT** set clear goals and assessments (e.g. student-developed rubrics) |  |  |  |  |
| **SL.11-12.1.B - WALT** establish individual roles as needed |  |  |  |  |
| **SL.11-12.1C - WALT** propel conversations by posing and responding to questions that probe reasoning and evidence |  |  |  |  |
| **SL.11-12.1.C - WALT** ensure a hearing for a full range of positions on a topic or issue |  |  |  |  |
| **SL.11-12.1.C - WALT** clarify, verify, or challenge ideas and conclusions |  |  |  |  |
| **SL.11-12.1.C - WALT** promote divergent and creative perspectives |  |  |  |  |
| **SL.11-12.1.D – WALT** respond thoughtfully to diverse perspectives |  |  |  |  |
| **SL.11-12.1.D – WALT** synthesize comments, claims, and evidence made on all sides of an issue |  |  |  |  |
| **SL.11-12.1.D – WALT** resolve contradictions when possible |  |  |  |  |
| **SL.11-12.1.D – WALT** determine what additional information or research is required to deepen the investigation or complete the task |  |  |  |  |
| **SL.11-12.6 – WALT** speech must be adapted to a variety of contexts and tasks, reflecting formal English when indicated or appropriate |  |  |  |  |
| **SL.11-12.6 – WALT** adapt speech to a variety of contexts and tasks |  |  |  |  |
| **SL.11-12.6 – WALT** formal English is appropriate in certain contexts and tasks |  |  |  |  |
| **L.11-12.3 – WALT** apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style |  |  |  |  |
| **L.11-12.3 – WALT** comprehend more fully when reading or listening |  |  |  |  |

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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