# CAR Unit Template

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

**Grade level: Grades 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of

view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or

characters.

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular

tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or

characters.

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.11-12.6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**W.11-12.10.** 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 tasks, purposes, and audiences.

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

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Spell correctly.

**L.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and

listening at the college and career readiness level; demonstrate independence in gathering 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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| **W.11-12.3.A – WALT** written narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing |  |  |  |  |
| **W.11-12.3.A – WALT** engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view |  |  |  |  |
| **W.11-12.3.A – WALT** engage and orient the reader by introducing a narrator and/or characters |  |  |  |  |
| **W.11-12.3.A – WALT** engage and orient the reader by developing experiences, events, and/or characters |  |  |  |  |
| **W.11-12.3.B – WALT** use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters |  |  |  |  |
| **W.11-12.3.C – WALT** use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) |  |  |  |  |
| **W.11-12.3.D – WALT** use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters |  |  |  |  |
| **W.11-12.3.A – WALT** provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |  |  |  |  |
| **W.11-12.4 – WALT** clear and coherent writing is appropriate to task, purpose, and audience |  |  |  |  |
| **W.11-12.4 – WALT** produce clear and coherent writing in which the development is appropriate to task, purpose, and audience |  |  |  |  |
| **W.11-12.4 – WALT** produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience |  |  |  |  |
| **W.11-12.4 – WALT** produce clear and coherent writing in which the style is appropriate to task, purpose, and audience |  |  |  |  |
| **W.11-12.5 – WALT** planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing |  |  |  |  |
| **W.11-12.5 – WALT** addressing what is most significant for a specific purpose and audience strengthens writing |  |  |  |  |
| **W.11-12.5 – WALT** develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |  |  |  |  |
| **W.11-12.5 – WALT** consult a style manual (such as MLA or APA Style) |  |  |  |  |
| **W.11-12.5 – WALT** focus on addressing what is most significant for a specific audience and purpose |  |  |  |  |
| **W.11-12.6 – WALT** use technology, including the Internet, to produce, share, and update individual or shared writing products |  |  |  |  |
| **W.11-12.6 – WALT** use technology, including the Internet, to link to other information |  |  |  |  |
| **W.11-12.10 – WALT** writing occurs over various time frames for a variety of tasks, purposes, and audiences |  |  |  |  |
| **W.11-12.10 – WALT** write routinely over extended and shorter time frames |  |  |  |  |
| **W.11-12.10 – WALT** write routinely for a range of tasks, purposes, and audiences |  |  |  |  |
| **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.11-12.1.A – WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.11-12.1.A – WALT** usage is a matter of convention and can change over time and be contested |  |  |  |  |
| **L.11-12.2.B – WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.11-12.2.B – WALT** spell correctly |  |  |  |  |
| **L.11-12.4 - WALT** determine or clarify the meanings of unknown or multiple-meaning words and phrases |  |  |  |  |
| **L.11-12.4 - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies |  |  |  |  |
| **L.11-12.4 - WALT** use context clues to determine or clarify meaning |  |  |  |  |
| **L.11-12.4 - WALT** identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases |  |  |  |  |
| **L.11-12.4 - WALT** consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used |  |  |  |  |
| **L.11-12.4 – WALT** verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary |  |  |  |  |
| **L.11-12.5.A – WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.11-12.5.A – WALT** interpret figures of speech within a text (e.g., hyperbole, paradox) |  |  |  |  |
| **L.11-12.6 – WALT** accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression |  |  |  |  |

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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