# CAR Unit Template

## Unit Title: ELA – Informational / Explanatory Writing – Unit 2 – Module B

**Grade level: Grades 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### 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.11-12.2.A – WALT** informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content |  |  |  |  |
| **W.11-12.2.A – WALT** introduce a topic; organize ideas, concepts, and information to build to create a unified whole |  |  |  |  |
| **W.11-12.2.A – WALT** effectively include formatting, graphics and multimedia to aid comprehension |  |  |  |  |
| **W.11-12.2.A – WALT** develop topic with the most significant and relevant facts |  |  |  |  |
| **W.11-12.2.B – WALT** extended definitions, concrete details, quotations, or other information |  |  |  |  |
| **W.11-12.2.B – WALT**  develop the topic with examples that are appropriate to the audience’s knowledge of the topic |  |  |  |  |
| **W.11-12.2.C – WALT** use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts |  |  |  |  |
| **W.11-12.2.D – WALT** use precise language and domain-specific vocabulary to manage the complexity of the topic |  |  |  |  |
| **W.11-12.2.D – WALT** use techniques such as metaphor, simile, and analogy to manage the complexity of the topic |  |  |  |  |
| **W.11-12.2.E – WALT** establish and maintain a style and tone appropriate to the audience and purpose |  |  |  |  |
| **W.11-12.2.E – WALT** attend to the norms and conventions of the discipline in which they are writing |  |  |  |  |
| **W.11-12.2.F – WALT** provide a conclusion that supports the information or explanation presented |  |  |  |  |
| **W.11-12.2.F – WALT** articulate implications or the significance of the topic |  |  |  |  |
| **W.11-12.6 – WALT** technology can be used to produce, share, and update individual or shared writing projects |  |  |  |  |
| **W.11-12.6 – WALT** information can be shared, linked and displayed flexibly and dynamically using technology |  |  |  |  |
| **W.11-12.6 – WALT** use technology, including the Internet, to display information flexibly and dynamically |  |  |  |  |
| **W.11-12.7 – WALT** conduct short and sustained research projects to answer a question or solve a problem |  |  |  |  |
| **W.11-12.7 – WALT** the research process is used to answer a question or solve a problem |  |  |  |  |
| **W.11-12.7 – WALT the** research process applies to our own questions and/or problems |  |  |  |  |
| **W.11-12.7 – WALT** short and sustained research projects to answer a question or solve a problem |  |  |  |  |

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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