# CAR Unit Template

## Unit Title: ELA – Reading and Analyzing Multiple Informational Texts – Unit 2 – Module A

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.6.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

**RI.6.5.** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**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.6.9.** 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.

**SL.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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

### 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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| **RI. 6.1. - WALT** relevant connections and text evidence are used to make inferences |  |  |  |  |
| **RI. 6.1. - WALT** that analysis is based on inferences made from text evidence and relevant connections |  |  |  |  |
| **RI. 6.1. - WALT** cite text evidence to support analysis of text and inferences drawn |  |  |  |  |
| **RI. 6.1. - WALT** to make relevant connections to support analysis of the text and inferences drawn |  |  |  |  |
| **RI. 6.2. - WALT** determine how a central idea is conveyed through particular details |  |  |  |  |
| **RI. 6.3. - WALT** a key individual is illustrated and elaborated in a text through examples or anecdotes |  |  |  |  |
| **RI. 6.3. - WALT** a key event is illustrated and elaborated in a text through examples or anecdotes |  |  |  |  |
| **RI. 6.3. - WALT** a key idea is illustrated and elaborated in a text through examples or anecdotes |  |  |  |  |
| **RI. 6.4. - WALT** determine the meaning of words and phrases as used in a text |  |  |  |  |
| **RI. 6.4. - WALT** determine the technical meaning of words and phrases as used in a text |  |  |  |  |
| **RI.6.5. – WALT** the structure of a text contributes to the overall development of ideas |  |  |  |  |
| **RI.6.5. – WALT** authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text |  |  |  |  |
| **RI.6.5. – WALT** authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas |  |  |  |  |
| **RI.6.6. – WALT** determine an author’s point of view |  |  |  |  |
| **RI.6.6. – WALT** determine an author’s purpose |  |  |  |  |
| **RI.6.9. – WALT** compare, contrast, and reflect on events presented by different authors through different texts |  |  |  |  |
| **RI.6.10. – WALT** read and comprehend literary nonfiction at grade-level text-complexity |  |  |  |  |
| **SL.6.2. – WALT** information in diverse media and formats can be interpreted |  |  |  |  |
| **SL.6.2. – WALT** information in diverse media contributes to a topic, text, or issue under study |  |  |  |  |
| **SL.6.2. – WALT** interpret information presented in diverse media and format |  |  |  |  |
| **SL.6.4. – WALT** eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors |  |  |  |  |
| **SL.6.4. – WALT** present claims and findings |  |  |  |  |
| **SL.6.4. – WALT** sequence ideas logically |  |  |  |  |
| **SL.6.5. – WALT**information can be clarified by including multimedia components and visual displays in presentation |  |  |  |  |
| **SL.6.6. – WALT**adapt speech to a variety of contexts and tasks |  |  |  |  |

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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