# CAR Unit Template

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

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

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

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

C. Use appropriate transitions to clarify the relationships among ideas and concepts

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E. Establish and maintain a formal/academic style, approach, and form.

**W.6.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

F. Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

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

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**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.

### 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.6.6. - WALT -** explain how author’s point of view is conveyed |  |  |  |  |
| **RI.6.6. - WALT -** explain how the author’s purpose is conveyed |  |  |  |  |
| **W.6.2. – WALT** informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content |  |  |  |  |
| **W.6.2. – WALT** write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content |  |  |  |  |
| **W.6.2. – WALT** write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content |  |  |  |  |
| **W.6.2.A – WALT** informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc. ) |  |  |  |  |
| **W.6.2.A – WALT** informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia |  |  |  |  |
| **W.6.2.A – WALT** use text structures to organize ideas, concepts, and information in informative explanatory writing when useful in aiding comprehension |  |  |  |  |
| **W.6.2.A – WALT** use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension |  |  |  |  |
| **W.6.2.B – WALT** develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text |  |  |  |  |
| **W.6.2.C – WALT** appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text |  |  |  |  |
| **W.6.2.C – WALT** use appropriate transitions to create cohesion in informative/explanatory text |  |  |  |  |
| **W.6.2.C – WALT** use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text |  |  |  |  |
| **W.6.2.D – WALT** use precise language to inform about or explain the topic in informative/explanatory text |  |  |  |  |
| **W.6.2.D – WALT** use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text |  |  |  |  |
| **W.6.2.E – WALT** establish and maintain a formal/academic style, approach, and form in informative/explanatory text |  |  |  |  |
| **W.6.2.F – WALT** provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text |  |  |  |  |
| **W.6.9. – WALT** draw evidence from informational texts to support analysis, reflection, and research |  |  |  |  |
| **W.6.9. – WALT** draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing |  |  |  |  |
| **L.6.1. — WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.6.1. — WALT** recognize variations from standard English in their own and others' writing and speaking |  |  |  |  |
| **L.6.1. — WALT** identify and use strategies to improve expression in conventional language |  |  |  |  |
| **L.6.1. — WALT** recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language |  |  |  |  |
| **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 |  |  |  |  |

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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