# CAR Unit Template

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

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**RL.6.5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**RL.6.9.** Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

**L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or

determine or clarify its precise meaning or its part of speech.

**L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.6.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

### 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** |
| --- | --- | --- | --- | --- |
| **RL.6.4. - WALT** words have connotative meanings |  |  |  |  |
| **RL.6.4. - WALT** specific word choice in a text has an impact on meaning and tone |  |  |  |  |
| **RL.6.4. - WALT** determine the meaning of words and phrases as used in a text |  |  |  |  |
| **RL.6.4. - WALT** determine the connotative meanings of words as used in a text |  |  |  |  |
| **RL.6.4. - WALT** analyze the impact of word choice on meaning and tone |  |  |  |  |
| **RL.6.5. - WALT** analyze how a particular sentence, chapter, scene or stanza contributes to the development of the theme |  |  |  |  |
| **RL.6.5. - WALT** analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting |  |  |  |  |
| **RL.6.5. - WALT** analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot |  |  |  |  |
| **RL.6.9. - WALT**different forms or genres approach similar themes and topics in similar and different ways |  |  |  |  |
| **L.6.3.A - WALT** varying sentence patterns impacts meaning, interest, style and voice |  |  |  |  |
| **L.6.3.A - WALT** vary sentence patterns for reader/listener interest |  |  |  |  |
| **L.6.3.A - WALT** vary sentence patterns for style/voice |  |  |  |  |
| **L.6.4. - WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence |  |  |  |  |
| **L.6.4. - WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots |  |  |  |  |
| **L.6.4. - WALT** the meaning of unknown or multiple-meaning words can be determined through consulting different materials |  |  |  |  |
| **L.6.4. - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.6.4.B - WALT** use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |  |  |  |  |
| **L.6.4.C - WALT** consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |  |  |  |  |
| **L.6.4.D - WALT** verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |  |  |  |  |
| **L.6.5 - WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.6.5 – WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.6.5 – WALT** use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words |  |  |  |  |

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** |
| --- | --- |
|  |  |