# CAR Unit Template

## Unit Title: ELA – Analyzing Point of View and Argumentative Writing – Unit 3 – Module A

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.

**RL.6.10.** By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**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.6.3.** 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.6.8.** 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.

**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.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### 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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| **RL.6.5. - WALT** analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text |  |  |  |  |
| **RL.6.9. - WALT** different forms or genres approach similar themes and topics in similar and different ways |  |  |  |  |
| **RL.6.9. - WALT** compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics |  |  |  |  |
| **RL.6.10. - WALT** read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above |  |  |  |  |
| **RI.6.1. - WALT** citing is one way of quoting textual evidence (citations mention the source of quoted text) |  |  |  |  |
| **RI.6.1. - WALT** there are explicit and implicit meanings that can be drawn from a text |  |  |  |  |
| **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.6.3. - WALT** analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes |  |  |  |  |
| **RI.6.3. - WALT** analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes |  |  |  |  |
| **RI.6.3. - WALT** analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes |  |  |  |  |
| **RI.6.4. - WALT** determine the figurative meaning of words and phrases as used in a text |  |  |  |  |
| **RI.6.4. WALT** determine the connotative meaning of words and phrases as used in text |  |  |  |  |
| **RI.6.5. - WALT** analyze how a particular sentence fits into the overall structure of a text |  |  |  |  |
| **RI.6.5. - WALT** analyze how a particular paragraph fits into the overall structure of a text |  |  |  |  |
| **RI.6.5. - WALT** analyze how a particular chapter fits into the overall structure of a text |  |  |  |  |
| **RI.6.5. - WALT** analyze how a particular section fits into the overall structure of a text |  |  |  |  |
| **RI.6.5. - WALT** analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a text |  |  |  |  |
| **RI.6.6. - WALT** determine an author’s point of view |  |  |  |  |
| **RI.6.6. - WALT** explain how author’s point of view is conveyed |  |  |  |  |
| **RI.6.6. - WALT** determine an author’s purpose |  |  |  |  |
| **RI.6.8. - WALT** an author makes specific claims in a text |  |  |  |  |
| **RI.6.8. - WALT** arguments and claims are supported by reasons and evidence |  |  |  |  |
| **RI.6.8. - WALT** trace argument and specific claims in a text |  |  |  |  |
| **RI.6.8. - WALT** evaluate an argument and its specific claims in a text |  |  |  |  |
| **RI.6.8. - WALT** distinguish claims that are supported by reasons and evidence from claims that are not |  |  |  |  |
| **RI.6.10. - WALT** read and comprehend literary nonfiction at grade-level text-complexity |  |  |  |  |
| **SL.6.2. - WALT** explain how information presented diverse media and formats contributes to a topic, text, or issue under study |  |  |  |  |
| **SL.6.3. - WALT** claims need to be supported by reasons and evidence |  |  |  |  |
| **SL.6.3. - WALT** deconstruct a speaker’s argument |  |  |  |  |
| **SL.6.3. - WALT** distinguish claims that are supported by reasons and evidence from those that are not |  |  |  |  |

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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