# CAR Unit Template

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

**Grade level: Grade 6**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

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

**W.6.1.** Write arguments to support claims with clear reasons and relevant evidence.

E. Provide a concluding statement or section that follows from the argument presented.

**W.6.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.6.8.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**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”).

**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.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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

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

B. Maintain consistency in style and tone.

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

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical,

unwasteful, thrifty).

### 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** |
| --- | --- |
|  |  |

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** |
| --- | --- | --- | --- | --- |
| **W.6.1.A - WALT** arguments and claims are supported by clear reasoning and relevant evidence |  |  |  |  |
| **W.6.1.A - WALT** write arguments to support claims with clear reasons and relevant evidence |  |  |  |  |
| **W.6.1.A - WALT** introduce claims in argumentative writing |  |  |  |  |
| **W.6.1.A - WALT** organize the reasons and evidence clearly in argumentative writing |  |  |  |  |
| **W.6.1.B - WALT** support ~~a~~ claim(s) with clear reasoning and relevant evidence in argumentative writing |  |  |  |  |
| **W.6.1.B - WALT** use credible sources to demonstrate an understanding of the topic or text in argumentative writing |  |  |  |  |
| **W.6.1.C - WALT** use words, phrases, and clauses in argumentative writing |  |  |  |  |
| **W.6.1.C - WALT** clarify the relationships among claim(s), reasons, and evidence in argumentative writing |  |  |  |  |
| **W.6.1.D - WALT** writing can establish and maintain a formal style in argumentative writing |  |  |  |  |
| **W.6.1.D - WALT** establish and maintain a formal style/academic style, approach, and form in argumentative writing |  |  |  |  |
| **W.6.1.E - WALT** provide a concluding statement or section that follows from the argument presented |  |  |  |  |
| **W.6.4. - WALT** produce clear and coherent writing with a voice that is appropriate to task, purpose and audience |  |  |  |  |
| **W.6.4. - WALT** produce clear and coherent writing with a style that is appropriate to task, purpose and audience |  |  |  |  |
| **W.6.8. - WALT** writers assess the credibility of each source |  |  |  |  |
| **W.6.8. - WALT** plagiarism should be avoided when quoting or paraphrasing from a source |  |  |  |  |
| **W.6.8. - WALT** gather relevant information from multiple print and digital sources |  |  |  |  |
| **W.6.9. - WALT** draw evidence from informational texts to support analysis, reflection, and research |  |  |  |  |
| **SL.6.4. – WALT** use pertinent descriptions, facts, and details to accentuate main ideas or themes |  |  |  |  |
| **SL.6.4. – WALT** use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation) |  |  |  |  |
| **SL.6.5. – WALT** include multimedia (e.g., graphics, images, music, sound) and visual displays to clarify information |  |  |  |  |
| **SL.6.6. – WALT** demonstrate command of formal English when indicated or appropriate |  |  |  |  |
| **L.6.3.A – WALT** vary sentence patterns for meaning (syntax) |  |  |  |  |
| **L.6.3.A – WALT** vary sentence patterns for reader/listener interest |  |  |  |  |
| **L.6.3.A – WALT** vary sentence patterns for style/voice |  |  |  |  |
| **L.6.3.B – WALT** maintain consistency in style and tone |  |  |  |  |
| **L.6.5.D – WALT** distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |