# CAR Unit Template

## Unit Title: ELA – ELA – Multiple Perspectives and Informational Text – Unit 1 – Module B

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

**RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.5.** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

**RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**RI.9-10.2.** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

**RI.9-10.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**RI.9-10.10.** By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.9.** Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

B. Apply *grades 9–10 Reading standards* to nonfiction informational texts e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

**L.9-10.3.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### 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.9-10.1 – WALT** relevant connections must be made between text support and inferences |  |  |  |  |
| **RL.9-10.1 – WALT** text support and inferences need to be thoroughly explained to strengthen the inference |  |  |  |  |
| **RL.9-10.1 – WALT** determine where the text leaves matters uncertain |  |  |  |  |
| **RL.9-10.2 – WALT** analyze how theme develops using specific details from the text |  |  |  |  |
| **RL.9-10.3 – WALT** analyze how complex characters develop over the text |  |  |  |  |
| **RL.9-10.3 – WALT** analyze how complex characters interact with other characters |  |  |  |  |
| **RL.9-10.3 – WALT** analyze how complex characters advance the plot or develop the theme |  |  |  |  |
| **RL.9-10.4 – WALT** the figurative and connotative meanings of words and phrases are determined by how they are used in the text |  |  |  |  |
| **RL.9-10.4 – WALT** determine the figurative and connotative meaning of words and phrases as they are used in the text |  |  |  |  |
| **RL.9-10.5 – WALT** authors make specific choices when structuring and ordering a text, as well as manipulating time |  |  |  |  |
| **RL.9-10.5 – WALT** those specific author choices create effects, such as mystery, tension, or surprise |  |  |  |  |
| **RL.9-10.6 – WALT** analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States |  |  |  |  |
| **RL.9-10.9 – WALT** authors may draw on and transform source materials in their works |  |  |  |  |
| **RL.9-10.9 – WALT** source materials can be transformed in terms of historical/cultural contexts |  |  |  |  |
| **RI.9-10.2 – WALT** analyze how a central idea is developed and refined by specific details |  |  |  |  |
| **RI.9-10.3 – WALT** analyze the order in which the points are made |  |  |  |  |
| **RI.9-10.3 – WALT** analyze how the points are introduced and developed |  |  |  |  |
| **RI.9-10.3 – WALT** analyze the connections that are drawn between events or ideas |  |  |  |  |
| **RI.9-10.4 - WALT** determine figurative, connotative, and technical meaning of words in a text |  |  |  |  |
| **RI.9-10.9 – WALT** analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts |  |  |  |  |
| **RI.9-10.10 - WALT** read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed |  |  |  |  |
| **W.9-10.2.A – WALT** introduce a topic; organize ideas, concepts, and information to make important connections and distinctions |  |  |  |  |
| **W.9-10.2.A – WALT** effectively include formatting, graphics and multimedia to aid comprehension |  |  |  |  |
| **W.9-10.2.B – WALT** develop the topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, or other information |  |  |  |  |
| **W.9-10.2.B - WALT** develop the topic with examples that are appropriate to the audience’s knowledge of the topic |  |  |  |  |
| **W.9-10.2.C – WALT** use appropriate and varied transitions to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts |  |  |  |  |
| **W.9-10.2.D - WALT** use precise language and domain-specific vocabulary to manage the complexity of the topic |  |  |  |  |
| **W.9-10.2.E – WALT** attend to the norms and conventions of writing to appropriate to the audience and purpose |  |  |  |  |
| **W.9-10.2.E – WALT** provide a conclusion that supports the information or explanation presented |  |  |  |  |
| **W.9-10.2.E - WALT** articulate implications or the significance of the topic |  |  |  |  |
| **W.9-10.2.F – WALT** articulate implications or the significance of the topic |  |  |  |  |
| **W.9-10.4** **– WALT** produce clear and coherent writing in which the development is appropriate to task, purpose, and audience |  |  |  |  |
| **W.9-10.4 - WALT** produce clear and coherent writing in which the style is appropriate to task, purpose, and audience |  |  |  |  |
| **W.9-10.4 - WALT** produce clear and coherent writing in which the development is appropriate to task, purpose, and audience |  |  |  |  |
| **W.9-10.9 – WALT** draw evidence from nonfiction informational text to support analysis, reflection, and research |  |  |  |  |
| **SL.9-10.1.A – WALT** explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas |  |  |  |  |
| **SL.9-10.1.B - WALT** collaborate with peers to set rules for discussions |  |  |  |  |
| **SL.9-10.1.B - WALT** develop clear goals and assessment criteria |  |  |  |  |
| **SL.9-10.1.C – WALT** assign individual roles |  |  |  |  |
| **SL.9-10.1.C – WALT** propel conversations by posing and responding to questions that relate to broad themes or larger ideas |  |  |  |  |
| **SL.9-10.1.C – WALT** actively incorporate others into the discussion |  |  |  |  |
| **SL.9-10.1.C – WALT** clarify, verify, or challenge ideas and conclusions |  |  |  |  |
| **SL.9-10.2 – WALT** diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources |  |  |  |  |
| **SL.9-10.2 – WALT** evaluate the credibility and accuracy of each source |  |  |  |  |
| **SL.9-10.3 – WALT** evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric |  |  |  |  |
| **SL.9-10.3 – WALT** identify any false reasoning or distorted evidence |  |  |  |  |
| **L.9-10.3.A – WALT** word choice and sentence structure can be varied to demonstrate an understanding of the influence of language |  |  |  |  |
| **L.9-10.3.A – WALT** apply knowledge of language to make effective choices for meaning or style |  |  |  |  |
| **L.9-10.5.A – WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.9-10.5.A – WALT** interpret figures of speech in context and analyze their role in the text |  |  |  |  |
| **L.9-10.6 – WALT** acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level |  |  |  |  |
| **L.9-10.6 – WALT** independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression |  |  |  |  |

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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