# CAR Unit Template

## Unit Title: ELA – Narrative Writing – Unit 4 – Module A

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.9-10.5.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events setting, and/or characters.

### 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** |
| --- | --- | --- | --- | --- |
| **RL.9-10.2 – WALT** every text has a central idea and related theme |  |  |  |  |
| **RL.9-10.2 – WALT** specific details that can develop a theme |  |  |  |  |
| **RL.9-10.3 – WALT** character interactions can advance the plot and develop the theme |  |  |  |  |
| **RL.9-10.3 – WALT** character interactions should be analyzed to determine the theme |  |  |  |  |
| **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 |  |  |  |  |
| **W.9-10.3.D – WALT** use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters |  |  |  |  |

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