# CAR Unit Template

## Unit Title: ELA – Informational / Explanatory Writing – Unit 2 – Module A

**Grade level: Grades 11-12**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matter uncertain.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**W.11-12.2.** 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 so that each new element builds on that which precedes it to create a

unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.** 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 thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or

other information and examples appropriate to the audience’s knowledge of the topic.

**W.11-12.2.** 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among

complex ideas and concepts.

**W.11-12.2.** 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, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the

topic.

**W.11-12.2.** 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.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century

foundational works, including how two or more texts from the same period treat similar themes or topics”).

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the

application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the

premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

**SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

### 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.11-12.1 – WALT** there can be uncertainty in texts |  |  |  |  |
| **RL.11-12.1 – WALT** determine where the text leaves matters uncertain |  |  |  |  |
| **RI.11-12.1 - WALT** accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially |  |  |  |  |
| **RI.11-12.1 - WALT** identify and cite areas where the text leaves matters uncertain |  |  |  |  |
| **RI.11-12.1 - WALT** support analysis of what the text says explicitly as well as inferentially |  |  |  |  |
| **RI.11-12.1 - WALT** analyze a text, particularly in areas where matters are left uncertain |  |  |  |  |
| **RI.11-12.4 - WALT** an author uses and refines the meaning of key term(s) over the course of text |  |  |  |  |
| **RI.11-12.4 - WALT** determine figurative, connotative, and technical meaning of words in a text |  |  |  |  |
| **W.11-12.2 – WALT** informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content |  |  |  |  |
| **W.11-12.2.A – WALT** introduce a topic; organize ideas, concepts, and information to build to create a unified whole |  |  |  |  |
| **W.11-12.2.A – WALT** effectively include formatting, graphics and multimedia to aid comprehension |  |  |  |  |
| **W.11-12.2.A – WALT** develop topic with the most significant and relevant facts |  |  |  |  |
| **W.11-12.2.B – WALT** extended definitions, concrete details, quotations, or other information |  |  |  |  |
| **W.11-12.2.B – WALT** develop the topic with examples that are appropriate to the audience’s knowledge of the topic |  |  |  |  |
| **W.11-12.2.C – WALT** use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts |  |  |  |  |
| **W.11-12.2.D – WALT** use precise language and domain-specific vocabulary to manage the complexity of the topic |  |  |  |  |
| **W.11-12.2.D – WALT** use techniques such as metaphor, simile, and analogy to manage the complexity of the topic |  |  |  |  |
| **W.11-12.E – WALT** establish and maintain a style and tone appropriate to the audience and purpose |  |  |  |  |
| **W.11-12.E – WALT** attend to the norms and conventions of the discipline in which they are writing |  |  |  |  |
| **W.11-12.9.A – WALT** draw evidence from literary texts to support analysis and reflection |  |  |  |  |
| **W.11-12.9.B – WALT** draw evidence from informational texts to support analysis and research |  |  |  |  |
| **SL.11-12.4 – WALT** content, organization, development, and style are appropriate to task, purpose, and audience |  |  |  |  |
| **SL.11-12.4 – WALT** present information, findings, and supporting evidence clearly, concisely, and logically |  |  |  |  |

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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