# CAR Unit Template

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

**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.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

**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.

**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.

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

**W.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**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.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

**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** there can be uncertainty in texts |  |  |  |  |
| **RL.9-10.1 – WALT** cited evidence must be strong, thorough and relevant |  |  |  |  |
| **RL.9-10.1 – WALT** cite strong and thorough textual evidence |  |  |  |  |
| **RL.9-10.1 – WALT** make relevant connections to support analysis |  |  |  |  |
| **RL.9-10.2 – WALT** every text has a central idea and related theme |  |  |  |  |
| **RL.9-10.2 – WALT** determine a theme or central idea of a text |  |  |  |  |
| **RL.9-10.2 – WALT** provide an objective summary of the text |  |  |  |  |
| **RL.9-10.10 – WALT** texts differ in complexity |  |  |  |  |
| **RL.9-10.10 – WALT** read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed |  |  |  |  |
| **RI.9-10.2 – WALT** determine a central idea of a text |  |  |  |  |
| **RI.9-10.2 – WALT** provide an objective summary of the text |  |  |  |  |
| **RI.9-10.3 – WALT** authors make decisions regarding the organization, presentation, and connections of ideas and events |  |  |  |  |
| **RI.9-10.4 – WALT** words and phrases can have figurative, connotative, and technical meanings |  |  |  |  |
| **RI.9-10.9 – WALT** certain historical and literary documents are significant for their themes, purposes, and rhetorical features |  |  |  |  |
| **W.9-10.2 – WALT** informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content |  |  |  |  |
| **W.9-10.4 – WALT** clear and coherent writing is appropriate to task, purpose, and audience |  |  |  |  |
| **W.9-10.4 – WALT** producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience |  |  |  |  |
| **W.9-10.5 – WALT** planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing |  |  |  |  |
| **W.9-10.5 – WALT** addressing what is most significant for a specific purpose and audience strengthens writing |  |  |  |  |
| **W.9-10.10 – WALT** writing occurs over various time frames for a variety of tasks, purposes and audiences |  |  |  |  |
| **W.9-10.10 – WALT** write routinely over extended and shorter time frames |  |  |  |  |
| **W.9-10.10 – WALT** write routinely for a range of tasks, purposes, and audiences |  |  |  |  |
| **SL.9-10.1 – WALT** initiate and participate effectively in a range of collaborative discussions with peers |  |  |  |  |
| **SL.9-10.1 – WALT** build on others’ ideas and express our ideas clearly and persuasively |  |  |  |  |
| **SL.9-10.6 – WALT** adapt speech to a variety of contexts and tasks |  |  |  |  |
| **SL.9-10.6 – WALT** demonstrate command of formal English |  |  |  |  |
| **L.9-10.1A – WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.9-10.6 – WALT** accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is 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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