# CAR Unit Template

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

**Grade level: Grades 9-10**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.

**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.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**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.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**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.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

### 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.9-10.3 – WALT** written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing |  |  |  |  |
| **W.9-10.3.A – WALT** engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view |  |  |  |  |
| **W.9-10.3.A – WALT** engage and orient the reader by introducing a narrator and/or characters |  |  |  |  |
| **W.9-10.3.A – WALT** engage and orient the reader by developing experiences, events, and/or characters |  |  |  |  |
| **W.9-10.3.B – WALT** use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters |  |  |  |  |
| **W.9-10.3.C – WALT** use a variety of techniques to sequence events so that they build on one another to create a coherent whole |  |  |  |  |
| **W.9-10.3.E – WALT** provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |  |  |  |  |
| **W.9-10.9.A – WALT** evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research |  |  |  |  |
| **W.9-10.9.A – WALT** draw evidence from literature to support analysis, reflection, and research |  |  |  |  |

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