# CAR Unit Template

## Unit Title: ELA – Writing About Reading - Unit 1 - Module A

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2.** Determine a theme/central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RI.7.1.** Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Spell correctly

**L.7.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

### 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.7.1 - WALT** there are explicit and implicit meanings that can be drawn from a text |  |  |  |  |
| **RL.7.1 - WALT** relevant connections and text evidence are used to make inferences |  |  |  |  |
| **RL.7.1 - WALT** there are different types of connections |  |  |  |  |
| **RL.7.1 - WALT** analysis is based on inferences made from text evidence and relevant connections |  |  |  |  |
| **RL.7.1 - WALT** multiple pieces of text evidence should be used to support analysis |  |  |  |  |
| **RL.7.1 - WALT** citing is a specific way of including textual evidence (citations mention the source of quoted text) |  |  |  |  |
| **RL.7.1 - WALT** cite several pieces of textual evidence to support analysis of what the text says explicitly |  |  |  |  |
| **RL.7.1 - WALT** cite several pieces of textual evidence to support analysis of inferences drawn from the text |  |  |  |  |
| **RL.7.1 - WALT** make relevant connections to support analysis of what the text says explicitly |  |  |  |  |
| **RL.7.1 - WALT** make relevant connections to support analysis of inferences drawn from the text |  |  |  |  |
| **RL.7.1 - WALT** citing is a specific way of quoting textual evidence (citations mention the source of quoted text) |  |  |  |  |
| **RL.7.1 - WALT** draw inferences from the text |  |  |  |  |
| **RL.7.2 - WALT** summaries are objective and free from opinion or analysis |  |  |  |  |
| **RL.7.2 - WALT** provide an objective summary of the text |  |  |  |  |
| **RL.7.2 - WALT** authors develop a theme or central idea over the course of a text |  |  |  |  |
| **RL.7.2 - WALT** determine a theme/central idea of a text |  |  |  |  |
| **RL.7.2 - WALT** analyze the development of a theme or central idea over the course of a text |  |  |  |  |
| **RL.7.3 - WALT** elements of a story or drama interact with and impact one another |  |  |  |  |
| **RL.7.3 - WALT** analyze how story elements interact (For example, how setting shapes the characters or plot) |  |  |  |  |
| **RI.7.1 - WALT** texts differ in complexity |  |  |  |  |
| **RI.7.1-WALT** read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above |  |  |  |  |
| **L.7.2.A-WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.7.2.A - WALT** use a comma to separate coordinate adjectives when writing |  |  |  |  |
| **L.7.2.B - WALT** spell correctly when writing |  |  |  |  |
| **L.7.4.A - WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence |  |  |  |  |
| **L.7.4.A - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.7.4.A - WALT** use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase |  |  |  |  |

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