# CAR Unit Template

## Unit Title: ELA - Writing with Purpose - Unit 3 - Module A

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**RI.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**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.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

### 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.7.4 - WALT** words have figurative and connotative meanings |  |  |  |  |
| **RL.7.4 - WALT** rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem |  |  |  |  |
| **RL.7.4 - WALT** rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama |  |  |  |  |
| **RL.7.4 - WALT** determine the meaning of words and phrases as used in a text |  |  |  |  |
| **RL.7.4 - WALT** determine the meaning of figurative language and connotative language as used in a text |  |  |  |  |
| **RL.7.4 - WALT** analyze impact of rhymes and other repetitions of sounds on specific verse or stanza |  |  |  |  |
| **RL.7.4 - WALT** analyze impact of rhymes and other repetitions of sounds on a section of a story |  |  |  |  |
| **RL.7.6 - WALT** authors develop characters with contrasting points of view |  |  |  |  |
| **RL.7.6 - WALT** analyze how the author contrasts different points of view in characters or narrators |  |  |  |  |
| **RI.7.4. WALT** words and phrases have figurative, connotative and technical meaning S |  |  |  |  |
| **RI.7.4. WALT** word choices affect meaning and tone |  |  |  |  |
| **RI.7.4. WALT** determine meaning of words and phrases in a text |  |  |  |  |
| **RI.7.4. WALT** determine figurative, connotative, and technical meaning of words in a text |  |  |  |  |
| **RI.7.4. WALT** analyze impact of specific word choice on meaning and tone |  |  |  |  |
| **L.7.4. C-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.C -WALT** the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots |  |  |  |  |
| **L.7.4. C-WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.7.4. C-WALT** consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital |  |  |  |  |
| **L.7.4. C-WALT** find the pronunciation of a word |  |  |  |  |
| **L.7.4. C-WALT** determine or clarify its precise meaning or its part of speech |  |  |  |  |
| **L.7.5.A-WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.7.5.A-WALT** interpret figures of speechin context. |  |  |  |  |
| **L.7.5.C-WALT** distinguish between connotations and denotations of words with similar denotations. |  |  |  |  |

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