# CAR Unit Template

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

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### 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.7.3. - WALT** narratives develop real or imagined experiences or events |  |  |  |  |
| **W.7.3. - WALT** narratives use effective technique, relevant descriptive details, and well-structured event sequences write narratives to develop real or imagined experiences or events |  |  |  |  |
| **W.7.3. - WALT** use effective technique to create a narrative use relevant descriptive details to create a narrative |  |  |  |  |
| **W.7.3. - WALT** use well-structured event sequences to create a narrative |  |  |  |  |
| **W.7.3.A - WALT** engage and orient the reader by establishing a context and point of view in narrative writing |  |  |  |  |
| **W.7.3.A - WALT** introduce a narrator and/or characters in narrative writing |  |  |  |  |
| **W.7.3.A - WALT** organize an event sequence that unfolds naturally and logically in narrative writing |  |  |  |  |
| **W.7.3.B - WALT** there are different narrative techniques, e.g., dialogue, pacing, and description to develop experiences, events, and/or characters |  |  |  |  |
| **W.7.3.B - WALT** use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing |  |  |  |  |
| **W.7.3.C - WALT** transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing |  |  |  |  |
| **W.7.3.D - WALT** use precise words and phrases to capture the action and convey experiences and events |  |  |  |  |
| **W.7.3.D - WALT** use relevant descriptive details to capture the action and convey experiences and events |  |  |  |  |
| **W.7.3.D - WALT** use sensory language to capture the action and convey experiences and events |  |  |  |  |
| **W.7.3.E - WALT** provide a conclusion that follows from the narrative experiences or events |  |  |  |  |
| **W.7.3.E - WALT** provide a conclusion that reflects on the narrated experiences and events |  |  |  |  |
| **W.7.5 - WALT** with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach |  |  |  |  |
| **W.7.5 - WALT** with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed |  |  |  |  |

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