# CAR Unit Template

## Unit Title: ELA - Writing About Reading - Unit 1 - Module B

**Grade level: Grade 7**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.7.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

**RI.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.

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E. Establish and maintain a formal style academic style, approach, and form.

**W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.7.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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.

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

**W.7.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.3.** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### 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.7.10. - WALT** read and comprehend literature at grade-level text-complexity, with scaffolding as needed. |  |  |  |  |
| **RL.7.1. - WALT** inferences from the text must be supported by evidence in order to strengthen the analysis |  |  |  |  |
| **RL.7.1. - WALT** making relevant connections can be used to support analysis of 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.7.3. - WALT** individuals, events, and ideas interact in a text |  |  |  |  |
| **RL.7.3. - WALT** analyze how individuals, events, and ideas in a text influence one another |  |  |  |  |
| **RL.7.7. - WALT** a text, audio video, or multimedia version of a text portrays subjects in similar and different ways |  |  |  |  |
| **RL.7.7. - WALT** the medium of a text impacts the reader’s understanding of a subject |  |  |  |  |
| **W.7.2. - WALT** informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content |  |  |  |  |
| **W.7.2. - WALT** write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content |  |  |  |  |
| **W.7.2. - WALT** write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content |  |  |  |  |
| **W.7.2.A - WALT** in informative/explanatory writing, a topic can be introduced by previewing what is to follow |  |  |  |  |
| **W.7.2.A - WALT** introduce a topic by previewing what is to follow in informative/explanatory writing |  |  |  |  |
| **W.7.2.A - WALT** informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc |  |  |  |  |
| **W.7.2.A - WALT** informative/explanatory writing has text features, e.g., headings, graphics, and multimedia |  |  |  |  |
| **W.7.2.A - WALT** use text structures to organize ideas, concepts, and information in informative/explanatory writing |  |  |  |  |
| **W.7.2.A - WALT** use text features to organize ideas, concepts, and information in informative/explanatory writing |  |  |  |  |
| **W.7.2.B - WALT** develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text |  |  |  |  |
| **W.7.2.C - WALT** appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text |  |  |  |  |
| **W.7.2.C - WALT** use appropriate transitions to create cohesion in informative/explanatory text |  |  |  |  |
| **W.7.2.C - WALT** use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text |  |  |  |  |
| **W.7.2.D - WALT** use precise language to inform about or explain the topic in informative/explanatory text |  |  |  |  |
| **W.7.2.D - WALT** use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text |  |  |  |  |
| **W.7.2.E - WALT** establish and maintain a formal/academic style, approach, and form in informative/explanatory text |  |  |  |  |
| **W.7.2.F - WALT** provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text |  |  |  |  |
| **W.7.2.F - WALT** provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text |  |  |  |  |
| **W.7.4. - WALT** development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience |  |  |  |  |
| **W.7.4. - WALT** develop writing that is appropriate to task, purpose and audience |  |  |  |  |
| **W.7.4. - WALT** produce clear and coherent writing with a voice that is appropriate to task, purpose and audience |  |  |  |  |
| **W.7.4. - WALT** produce clear and coherent writing with a style that is appropriate to task, purpose and audience |  |  |  |  |
| **W.7.5. - WALT** guidance and support from peers and adults help strengthen and develop writing |  |  |  |  |
| **W.7.5. - WALT** writing has a purpose and an intended audience |  |  |  |  |
| **W.7.5. - WALT** purpose and audience are important to writing |  |  |  |  |
| **W.7.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by planning |  |  |  |  |
| **W.7.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by revising |  |  |  |  |
| **W.7.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by editing |  |  |  |  |
| **W.7.5. - WALT** with some guidance and support from peers and adults, develop and strengthen writing by rewriting |  |  |  |  |
| **W.7.6. - WALT** the internet and technology can be used to publish and produce writing |  |  |  |  |
| **W.7.6. - WALT** use technology, including the internet, to produce and publish writing |  |  |  |  |
| **W.7.6. - WALT** use technology, including the internet, to link and cite sources |  |  |  |  |
| **W.7.6. - WALT** use technology to interact and collaborate with others to produce and publish writing |  |  |  |  |
| **W.7.9. - WALT** draw evidence from literary texts support analysis, reflection and research |  |  |  |  |
| **W.7.9. - WALT** draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing |  |  |  |  |
| **W.7.10. - WALT** writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences |  |  |  |  |
| **W.7.10. - WALT** write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences |  |  |  |  |
| **W.7.10. - WALT** write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences |  |  |  |  |
| **SL.7.1SL.7.1A - WALT** building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussion |  |  |  |  |
| **SL.7.1.A - WALT** engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues |  |  |  |  |
| **SL.7.1.A - WALT** build on others’ ideas and express own ideas clearly |  |  |  |  |
| **SL.7.1.A - WALT** being prepared by researching the material helps us engage in effective collaborative discussions |  |  |  |  |
| **SL.7.1.A - WALT** come to discussions prepared having read and researched material |  |  |  |  |
| **SL.7.1.A - WALT** explicitly draw on and refer to researched material to probe and reflect on ideas during discussion |  |  |  |  |
| **SL.7.1.B - WALT** tracking progress towards specific goals and deadlines helps us engage in collaborative discussions |  |  |  |  |
| **SL.7.1.B - WALT** follow rules for collegial discussions |  |  |  |  |
| **SL.7.1.B - WALT** track progress toward specific goals and deadlines |  |  |  |  |
| **SL.7.1.C - WALT** posing questions that elicit elaboration helps us engage in collaborative discussion |  |  |  |  |
| **SL.7.1.C - WALT** responding to others’ questions and comments with relevant observations and ideas helps us engage in collaborative discussions |  |  |  |  |
| **SL.7.1.C - WALT** bringing the discussion back on topic as needed helps us engage in collaborative discussion |  |  |  |  |
| **SL.7.1.C - WALT** pose questions that elicit elaboration during discussions |  |  |  |  |
| **SL.7.1.C - WALT** respond to others’ questions and comments with relevant observations and ideas |  |  |  |  |
| **SL.7.1.D - WALT** acknowledge new information expressed by others |  |  |  |  |
| **SL.7.1.D - WALT** modify our own views when warranted |  |  |  |  |
| **SL.7.3 - WALT** reasons and evidence need to be sound and relevant |  |  |  |  |
| **SL.7.3 - WALT** delineate a speaker’s argument and specific claims |  |  |  |  |
| **SL.7.3 - WALT** evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence |  |  |  |  |

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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