# CAR Unit Template

## Unit Title: ELA - Narrative Writing - Unit 1 - Module A

**Grade level: Grade 1**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.1.1.** Ask and answer questions about key details in a text.

**RL.1.3.** Describe characters, settings, and major event(s) in a story, using key details.

**RL.1.5.** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL.1.10.** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

**RI.1.1.** Ask and answer questions about key details in a text.

**RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.10.** With prompting and support, read informational texts at grade level text complexity or above.

**RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words.

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.

B. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL.1.6.** Produce complete sentences when appropriate to task and situation.

**L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

**L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Use frequently occurring adjectives.

**L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

### 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.1.1. - WALT** identify key details in a text (e.g. who, what, when, where, why, how) |  |  |  |  |
| **RL.1.1. - WALT** ask questions about details in a text (e.g. who, what, when, where, why, how) |  |  |  |  |
| **RL.1.1. - WALT** answer questions about details in a text (e.g. who, what, when, where, why, how) |  |  |  |  |
| **RL.1.3. - WALT** key details are used to describe characters, settings, and major events. |  |  |  |  |
| **RL.1.3. - WALT** identify characters, settings, and major events in a story |  |  |  |  |
| **RL.1.3. - WALT** use key details to describe characters, settings, and major events |  |  |  |  |
| **RL.1.5. - WALT** read to explore a wide range of text types |  |  |  |  |
| **RL.1.5. - WALT** recognize the different types of texts when reading |  |  |  |  |
| **RL.1.5. - WALT** explain differences between books that tell stories and books that give information |  |  |  |  |
| **RL.1.10. - WALT** read and comprehend first grade level texts, with prompting and support |  |  |  |  |
| **RI.1.1. - WALT** ask questions about key details in a text |  |  |  |  |
| **RI.1.1. - WALT** answer questions about key details in a text |  |  |  |  |
| **RI.1.6. - WALT** we can gain information from pictures or words in a text |  |  |  |  |
| **RI.1.6. - WALT** identify information from pictures or other illustrations in a text |  |  |  |  |
| **RI.1.6. - WALT** identify information from the words in a text |  |  |  |  |
| **RI.1.10. - WALT** read first grade texts with teacher support |  |  |  |  |
| **RI.1.10. - WALT** comprehend first grade texts with teacher support |  |  |  |  |
| **RF.1.1.A - WALT** there are distinguishing features, or parts, of a sentence. |  |  |  |  |
| **RF.1.1.A - WALT** recognize the features of a sentence (e.g., first word, capitalization, ending punctuation) |  |  |  |  |
| **RF.1.2.A - WALT** every syllable must have a vowel sound |  |  |  |  |
| **RF.1.2.A - WALT** determine the number of syllables in a printed word |  |  |  |  |
| **RF.1.2.A - WALT** identify the vowel(s) in a syllable |  |  |  |  |
| **RF.1.2.A - WALT** there is a difference between long vowel words and short vowel words when someone is speaking |  |  |  |  |
| **RF.1.2.A - WALT** distinguish long from short vowel sounds in spoken single-syllable words |  |  |  |  |
| **RF.1.2.B - WALT** blend sounds together (including consonant blends) to make one syllable words when speaking |  |  |  |  |
| **RF.1.2.C - WALT** isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words |  |  |  |  |
| **RF.1.3.A - WALT** there are grade-level skills we can use to decode words |  |  |  |  |
| **RF.1.3.A - WALT** there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) |  |  |  |  |
| **RF.1.3.B - WALT** decode regularly spelled one-syllable words |  |  |  |  |
| **RF.1.4.A - WALT** it is important to read grade-level text with sufficient accuracy and fluency to support comprehension |  |  |  |  |
| **RF.1.4.A - WALT** read grade-level text with purpose and understanding |  |  |  |  |
| **RF.1.4.B - WALT** read grade-level text orally with accuracy, appropriate rate, and expression |  |  |  |  |
| **RF.1.4.C - WALT** use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **W.1.3. - WALT** narrative writing can tell a story with two or more sequenced events |  |  |  |  |
| **W.1.3. - WALT** write narrative texts that tell the events in order |  |  |  |  |
| **W.1.3. - WALT** use transition words to show the order of events |  |  |  |  |
| **W.1.3. - WALT** write conclusions (or endings) to narrative texts |  |  |  |  |
| **W.1.8. - WALT** with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question |  |  |  |  |
| **W.1.8. - WALT** with guidance and support from adults, recall information from experiences to answer a question |  |  |  |  |
| **W.1.8. - WALT** with guidance and support from adults, gather information from provided sources to answer a question |  |  |  |  |
| **SL.1.1.A - WALT** conversations are focused on a topic or text |  |  |  |  |
| **SL.1.1.A - WALT**conversations involve listening to others with care, speaking one at a time, and responding to other’s ideas |  |  |  |  |
| **SL.1.2. - WALT**ask questions about key details in something we heard |  |  |  |  |
| **SL.1.2. - WALT**answer questions about key details in something we heard |  |  |  |  |
| **SL.1.6. - WALT**speak in complete sentences |  |  |  |  |
| **L.1.1.A - WALT** print all upper- and lowercase letters |  |  |  |  |
| **L.1.1.F - WALT**use frequently occurring adjectives |  |  |  |  |
| **L.1.1.G - WALT** use frequently occurring conjunctions (e.g., *and, but, or, so, because*) |  |  |  |  |

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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