# CAR Unit Template

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

**Grade level: Grade 1**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.9.** Compare and contrast the adventures and experiences of characters in stories.

**RI.1.2.** Identify the main topic and retell key details of a text.

**RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.7.** Use the illustrations and details in a text to describe its key ideas.

**W.1.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**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. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

**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.

C. Ask questions to clear up any confusion about the topics and texts under discussion

**SL.1.3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

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

C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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

E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

**L.1.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

**L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in

intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### 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.1.2. - WALT** stories can have central messages (big ideas) or teach lessons |  |  |  |  |
| **RL.1.2. - WALT** we can show understanding of a central message (big idea) or lesson by retelling a story |  |  |  |  |
| **RL.1.2. - WALT** retell stories using key details (e.g. who, what, when, where, why and how) |  |  |  |  |
| **RL.1.2. - WALT** identify the central message (big idea) or lesson |  |  |  |  |
| **RL.1.7. - WALT** illustrations may tell us details about characters, setting, or events |  |  |  |  |
| **RL.1.7. - WALT** use illustrations and important details from the story to describe characters |  |  |  |  |
| **RL.1.7. - WALT** use illustrations and important details from the story to describe setting |  |  |  |  |
| **RL.1.7. - WALT** use illustrations and important details from the story to describe events |  |  |  |  |
| **RL.1.9. - WALT** there may be similarities and differences between characters’ experiences and adventures in stories |  |  |  |  |
| **RL.1.9. - WALT** tell the similarities between characters’ adventures and experiences in stories |  |  |  |  |
| **RL.1.9. - WALT** tell the differences between characters’ adventures and experiences in stories |  |  |  |  |
| **RI.1.2. - WALT** retell key details of a text. |  |  |  |  |
| **RI.1.4. - WALT** ask and answer questions to help determine the meaning of words and phrases in a text |  |  |  |  |
| **RI.1.4. - WALT** ask and answer questions to help clarify the meaning of words and phrases in a text |  |  |  |  |
| **RI.1.7. - WALT** we can use illustrations in a text to describe its key ideas |  |  |  |  |
| **RI.1.7. - WALT** identify the illustrations and details in a text to describe its key ideas |  |  |  |  |
| **W.1.5. - WALT** with guidance and support from adults, writers focus on a topic, and strengthen writing through self-reflection, and by responding to questions and suggestions from peers |  |  |  |  |
| **W.1.5. - WALT** with guidance and support from adults, respond to questions and suggestions from peers to strengthen our writing |  |  |  |  |
| **W.1.5. - WALT** with guidance and support from adults, reflect on our own writing to make it stronger with guidance and support from adults |  |  |  |  |
| **W.1.5. - WALT** with guidance and support from adults,add details to strengthen our writing |  |  |  |  |
| **SL.1.1.A - WALT** build on other’s ideas by responding to comments |  |  |  |  |
| **SL.1.1.A - WALT** talk with many different people about first grade topics and texts |  |  |  |  |
| **SL.1.1.C - WALT** ask questions when we are confused about a topic during a conversation |  |  |  |  |
| **SL.1.3. - WALT** asking and answering questions helps me learn more about a topic |  |  |  |  |
| **SL.1.3. - WALT** ask questions about something I heard to get more information or to help me understand it better |  |  |  |  |
| **SL.1.3. - WALT** answer questions about something I heard to show what I understand |  |  |  |  |
| **L.1.1.C - WALT** use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) |  |  |  |  |
| **L.1.1.E - WALT** use verbs to convey a sense of past, present, and future |  |  |  |  |
| **L.1.1.A - WALT** use context clues to determine the meaning of a word or phrase |  |  |  |  |
| **L.1.5.D - WALT** distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings |  |  |  |  |
| **L.1.5.D - WALT** distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings |  |  |  |  |

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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