# CAR Unit Template

## Unit Title: ELA - Informational / Explanatory Writing - Unit 2

**Grade level: Grade 1**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.1.6.** Identify who is telling the story at various points in a text.

**RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**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.

D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**W.1.2.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

**W.1.7.** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

**SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

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

H. Use determiners (e.g., articles, demonstratives).

**L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Use commas in dates and to separate single words in a series.

**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.

C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

### 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.1.6. - WALT** one or more people can tell a story (e.g. narrator, character(s), etc.) |  |  |  |  |
| **RL.1.6. - WALT** identify who is telling the story at different points |  |  |  |  |
| **RI.1.3. - WALT** identify the individuals in a text |  |  |  |  |
| **RI.1.3. - WALT** identify the events in a text |  |  |  |  |
| **RI.1.3. - WALT** identify ideas in a text |  |  |  |  |
| **RI.1.3. - WALT** identify pieces of information in a text |  |  |  |  |
| **RI.1.9. - WALT** texts have similarities and differences |  |  |  |  |
| **RI.1.9. - WALT** identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) |  |  |  |  |
| **RI.1.9. - WALT** identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) |  |  |  |  |
| **RF.1.2.D -WALT** segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) |  |  |  |  |
| **RF.1.3.E - WALT** decode basic two-syllable words by breaking the words into syllables and using knowledge that every syllable must have a vowel sound |  |  |  |  |
| **W.1.2. - WALT** writing can give information, or explain how to do something, by naming a topic and stating facts about the topic |  |  |  |  |
| **W.1.2. - WALT** name a topic for informational texts |  |  |  |  |
| **W.1.2. - WALT** write an informational text that contains facts about a topic |  |  |  |  |
| **W.1.2. - WALT** write a conclusion for informational texts |  |  |  |  |
| **W.1.7. - WALT** we can participate in shared research and writing projects |  |  |  |  |
| **W.1.7. - WALT** research a topic by exploring a number of books on the given topic and write about it |  |  |  |  |
| **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.1.4. - WALT** orally express our ideas and feelings about people, places, things and events |  |  |  |  |
| **SL.1.5. - WALT** drawings and visual displays provide additional details and clarify ideas, thoughts and feelings |  |  |  |  |
| **SL.1.5. - WALT** include drawings or visual displays when orally describing something to clarify ideas, thoughts, and feelings |  |  |  |  |
| **L.1.1.D. - WALT** use personal, possessive, and indefinite pronouns |  |  |  |  |
| **L.1.1.H. - WALT** use determiners (e.g., articles, demonstratives) |  |  |  |  |
| **L.1.2. C. - WALT**use commas in dates and to separate single words in a series |  |  |  |  |
| **L.1.4.C. - WALT**identify root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*) |  |  |  |  |

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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