# CAR Unit Template

## Unit Title: ELA - Reading Literature and Opinion Writing - Unit 3 - Module B

## Grade level: Grade 1

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

B. Use common, proper, and possessive nouns.

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

I. Use frequently occurring prepositions (e.g., during, beyond, toward).

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

J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to

prompts.

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

D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

**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.

B. Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

### 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** |
| --- | --- | --- | --- | --- |
| **W.1.6. - WALT** with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing |  |  |  |  |
| **W.1.6. - WALT** use a variety of digital tools to produce and publish writing, with guidance and support |  |  |  |  |
| **W.1.6. - WALT** collaborate with peers to produce and publish writing |  |  |  |  |
| **L.1.1.B - WALT** use common, proper and possessive nouns |  |  |  |  |
| **L.1.1.I - WALT** use frequently occurring prepositions |  |  |  |  |
| **L.1.1.J - WALT** produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts |  |  |  |  |
| **L.1.2. - WALT** use conventional spelling for words with common spelling patterns and for frequently occurring irregular words |  |  |  |  |
| **L.1.2. - WALT** spell untaught words phonetically, drawing on phonemic awareness and spelling conventions |  |  |  |  |
| **L.1.4.A - WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.1.4.A - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies |  |  |  |  |
| **L.1.4.A - WALT** use context clues to determine the meaning of a word or phrase |  |  |  |  |
| **L.1.4.B - WALT** use affixes and inflection as a clue to the meaning of a word |  |  |  |  |

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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