# CAR Unit Template

## Unit Title: ELA - Reading and Writing with Independence - Unit 4

**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.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

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

**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.

**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.

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

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

A. Capitalize dates and names of people

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

B. Use end punctuation for sentences.

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

A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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

C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

**L.1.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., 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 |  |  |  |  |
| **RL.1.4. - WALT** stories and poems use words that describe feelings |  |  |  |  |
| **RL.1.4. - WALT** stories and poems use words to describe what we can see, hear, smell, taste, or feel |  |  |  |  |
| **RL.1.4. - WALT** identify words and phrases that describe feelings |  |  |  |  |
| **RL.1.4. - WALT** identify words and phrases that describe what we can see, hear, smell, taste, or feel |  |  |  |  |
| **RI.1.2. - WALT** identify the main topic of a text |  |  |  |  |
| **RI.1.3. - WALT** describe the connection between two individuals in a text |  |  |  |  |
| **RI.1.3. - WALT** describe the connection between two events in a text |  |  |  |  |
| **RI.1.3. - WALT** describe the connection between two ideas in a text |  |  |  |  |
| **RI.1.3. - WALT** describe the connection between two pieces of information in a text |  |  |  |  |
| **RI.1.7. - WALT** we can use details in a text to describe its key ideas |  |  |  |  |
| **W1.2. - WALT** writing can give information, or explain how to do something, by naming a topic and stating facts about the topic |  |  |  |  |
| **SL.1.1.B - WALT** build on others’ ideas by responding to comments |  |  |  |  |
| **SL.1.1.B - WALT** talk with many different people about first grade topics and texts |  |  |  |  |
| **L.1.2.A - WALT** capitalize names and dates of people |  |  |  |  |
| **L.1.2.B - WALT** use end punctuation for sentences when we write |  |  |  |  |
| **L.1.5.A - WALT** sort words into categories to understand the concepts of the categories |  |  |  |  |
| **L.1.5.B - WALT** define words by category and by one or more key traits |  |  |  |  |
| **L.1.5.C - WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.1.5.C - WALT** with guidance and support, demonstrate an understanding of figurative language, the relationships and differences in words and their meanings |  |  |  |  |
| **L.1.5.C - WALT** identify real-life connections between words and their use (e.g., note places at home that are *cozy*) |  |  |  |  |
| **L.1.6. - WALT** conjunctions signal simple relationships |  |  |  |  |
| **L.1.6. - WALT** use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions |  |  |  |  |

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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