# CAR Unit Template

## Unit Title: ELA - Reading and Writing Narratives - Unit 1 - Module A

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.2.1.** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

**RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections

**RL.2.10**. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled two-syllable words with long vowels.

**RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

E. Recognize and read grade appropriate irregularly spelled words.

**RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

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

**RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

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

**RF.2.4**. Read with sufficient accuracy and fluency to support comprehension.

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

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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.2.4**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly;*

*bookshelf, notebook, bookmark*).

### 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.2.1. - WALT** ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text |  |  |  |  |
| **RL.2.1. - WALT** answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text |  |  |  |  |
| **RL.2.5. - WALT** describe how the beginning introduces the story |  |  |  |  |
| **RL.2.5. - WALT** describe how each story event builds on earlier sections |  |  |  |  |
| **RL.2.5. - WALT** identify how each part of the story builds from beginning to end |  |  |  |  |
| **RL.2.10. - WALT** the purpose of reading is to understand stories and poetry at grade level or above, with scaffolding as needed |  |  |  |  |
| **RL.2.10. - WALT** independently read and comprehend literature, including stories and poetry, at grade level |  |  |  |  |
| **RF.2.3.B - WALT** decode regularly spelled two-syllable words with long vowels |  |  |  |  |
| **RF.2.3.E - WALT** recognize and read grade appropriate irregularly spelled words |  |  |  |  |
| **RF.2.4.A - WALT** it is important to read grade-level text accurately and fluently to help us understand what we are reading |  |  |  |  |
| **RF.2.4.A - WALT** read grade-level text with purpose and understanding |  |  |  |  |
| **RF.2.4.B - WALT** read grade-level text orally with accuracy, appropriate rate, and expression |  |  |  |  |
| **RF.2.4.C - WALT** use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **L.2.4.A - WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.2.4.A. - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 2 reading and content choosing from various strategies |  |  |  |  |
| **L.2.4.A. - WALT** use context clues in the sentence to determine the meaning of a word or phrase |  |  |  |  |
| **L.2.4.D. - WALT** use known individual words to predict the meaning of compound words |  |  |  |  |

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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