# CAR Unit Template

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

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

**SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.4**. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.6**. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

**L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### 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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| **SL.2.1.A - WALT** participate in conversations with different partners about 2nd *grade topics and texts* in small and large groups with peers and adults |  |  |  |  |
| **SL.2.1.A - WALT** follow agreed-upon norms for discussions |  |  |  |  |
| **SL.2.1.B - WALT** actively listen and respond to others’ remarks |  |  |  |  |
| **SL.2.1.B - WALT** build on others' talk in conversations by linking their comments to the topic |  |  |  |  |
| **SL.2.1.C - WALT** ask questions to gain comprehension about the topic and text under discussion |  |  |  |  |
| **SL.2.3. - WALT** asking and answering questions helps me deepen my understanding of a topic |  |  |  |  |
| **SL.2.3. - WALT** ask and answer questions about information heard to check for understanding, deepen comprehension, and gather more information about a topic or issue |  |  |  |  |
| **SL.2.4. - WALT** we speak in logical and coherent sentences, so others can hear and understand us |  |  |  |  |
| **SL.2.4. - WALT** orally express facts of a story using descriptive details in logical and coherent sentences |  |  |  |  |
| **SL.2.6. - WALT** we can clarify our thinking by speaking in complete sentences |  |  |  |  |
| **SL.2.6. - WALT** speak in complete sentences when asked to provide additional details or clarification |  |  |  |  |
| **L.2.3.A - WALT** there are both formal and informal uses of English |  |  |  |  |
| **L.2.3.A - WALT** use what we know about the English language and its conventions when writing, speaking, reading, or listening |  |  |  |  |
| **L.2.6. - WALT** adjectives and adverbs are used to describe other words |  |  |  |  |
| **L.2.6. - WALT** use words and phrases we have learned through conversations, being read to, and reading |  |  |  |  |
| **L.2.6. - WALT** include adjectives and adverbs when responding to text |  |  |  |  |

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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