# CAR Unit Template

## Unit Title: ELA - Reading and Writing Informational Texts - Unit 2 - Module A

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.

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

**RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.4**. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.10.** Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

A. Know spelling-sound correspondences for common vowel teams.

**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.

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

### 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.2.5. - WALT** texts have structure (beginning, middle, and end) and how the parts relate to each other |  |  |  |  |
| **RL.2.5. - WALT** describe how the events of a story lead to a conclusion |  |  |  |  |
| **RI.2.1. - WALT** ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text |  |  |  |  |
| **RI.2.1. - WALT** answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text |  |  |  |  |
| **RI.2.5. - WALT** use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text in an organized way |  |  |  |  |
| **RI.2.4. - WALT** we are learning to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area |  |  |  |  |
| **RI.2.6. - WALT** identify the main purpose of a text |  |  |  |  |
| **RI.2.6. - WALT** identify what the author wants the reader to answer, explain, or describe |  |  |  |  |
| **RI.2.10. - WALT** independently read and comprehend second grade history/social studies text with scaffolding as needed |  |  |  |  |
| **RI.2.10. - WALT** independently read and comprehend second grade science text with scaffolding as needed |  |  |  |  |
| **RI.2.10. - WALT** independently read and comprehend second grade technical texts with scaffolding as needed |  |  |  |  |
| **RF.2.3.A - WALT** there are grade-level skills we can apply to decode words |  |  |  |  |
| **RF.2.3.A - WALT** there are spelling-sound patterns for common vowel teams |  |  |  |  |
| **L.2.3.E - WALT** use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases |  |  |  |  |
| **L.2.5.A - WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.2.5.A - WALT** demonstrate understanding of figurative language, word relationships and nuances in word meanings |  |  |  |  |
| **L.2.5.A - WALT** identify real-life connections between words and their uses |  |  |  |  |
| **L.2.5.B - WALT** distinguish shades of meaning among closely related verbs |  |  |  |  |

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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