# CAR Unit Template

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

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.2.2**. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.7**. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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

D. Identify words with inconsistent but common spelling-sound correspondences.

**W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**W.2.5**. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E. Use adjectives and adverbs and choose between them depending on what is to be modified.

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the*

*movie; The action movie was watched by the little boy*).

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Use an apostrophe to form contractions and frequently occurring possessives.

**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.

B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

### 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** |
| --- | --- | --- | --- | --- |
| **RI.2.2**. - **WALT** identify the main topic of a multi-paragraph text |  |  |  |  |
| **RI.2.2**. - **WALT** there is a different focus for specific paragraphs in multi-paragraph texts |  |  |  |  |
| **RI.2.2**. - **WALT** explain how illustrations and images help the reader understand information in a text |  |  |  |  |
| **RF.2.3.D**. - **WALT** identify words with irregular spelling-sound patterns |  |  |  |  |
| **W.2.2**. - **WALT** we can write to give information or explain how to do something using evidence-based facts and definitions |  |  |  |  |
| **W.2.2**. - **WALT** write an introduction for the topic in an informational text |  |  |  |  |
| **W.2.2**. - **WALT** use evidence-based facts and definitions to support points related to the topic when writing informational texts |  |  |  |  |
| **W.2.2**. - **WALT** write a conclusion for an informational text |  |  |  |  |
| **W.2.5**. - **WALT** with guidance and support from adults and peers, writers can strengthen writing as needed through self-reflection, revising, and editing |  |  |  |  |
| **W.2.5**. - **WALT** focus on a topic with guidance and support from adults and peers |  |  |  |  |
| **W.2.5**. - **WALT** strengthen writing as needed through self-reflection with guidance and support from adults and peers |  |  |  |  |
| **W.2.5**. - **WALT** strengthen writing as needed through revising with guidance and support from adults and peers |  |  |  |  |
| **W.2.5**. - **WALT** strengthen writing as needed through and editing with guidance and support from adults and peers |  |  |  |  |
| **W.2.7**. - **WALT** we can participate in shared research and writing projects |  |  |  |  |
| **W.2.7**. - **WALT** research a topic by reading a number of books on the given topic and write about it |  |  |  |  |
| **W.2.8**. - **WALT** we can recall information from experiences or gather information from provided sources to answer a question |  |  |  |  |
| **W.2.8**. - **WALT** recall information from experiences to answer a question |  |  |  |  |
| **W.2.8**. - **WALT** gather information from provided sources to answer a question |  |  |  |  |
| **L.2.1.E** - **WALT** use adjectives and adverbs, and choose between them depending on what is to be modified |  |  |  |  |
| **L.2.1.F** - **WALT** produce, expand, and rearrange complete simple and compound sentences |  |  |  |  |
| **L.2.2.C** - **WALT** use an apostrophe to form contractions and frequently occurring possessives |  |  |  |  |
| **L.2.4.B** - **WALT** determine the meaning of the new word formed using knowledge of prefixes |  |  |  |  |

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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