# CAR Unit Template

## Unit Title: ELA - Reading Multiple Texts - Unit 3 - Module A

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.2.2**. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

**RL.2.9**. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

C. Decode words with common prefixes and suffixes.

**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.

**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.

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

### 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.2.2**. - **WALT** recount (or retell) stories, including fables and folktales from diverse cultures |  |  |  |  |
| **RL.2.4**. - **WALT** authors purposely use specific words and phrases for different types of texts (e.g., stories, poems, songs) |  |  |  |  |
| **RL.2.4.** - **WALT** describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song |  |  |  |  |
| **RL.2.9.** - **WALT** one story can have several versions that are written by different authors or that come from different cultures |  |  |  |  |
| **RI.2.3.** - **WALT** there are different types of informational text |  |  |  |  |
| **RI.2.3.** - **WALT** describe the connection between a series of historical events in a text |  |  |  |  |
| **RI.2.3.** - **WALT** describe the connection between scientific ideas or concepts in a text |  |  |  |  |
| **RI.2.3.** - **WALT** describe the connection between steps in technical procedures in a text |  |  |  |  |
| **RF.2.3.** - **WALT** decode words with common prefixes |  |  |  |  |
| **RF.2.3.** - **WALT** decode words with common suffixes |  |  |  |  |
| **L.2.4.** - **WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.2.4.** - **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.C** - **WALT** use known root words to determine the meaning of unknown words with the same root |  |  |  |  |

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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