# CAR Unit Template

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

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.2.8.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

**RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

**W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

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

C. Use reflexive pronouns (e.g., *myself, ourselves*).

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

D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

**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.

### 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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| **RI.2.8. - WALT** describe the logical connections the author makes in a text |  |  |  |  |
| **RI.2.8. - WALT** identify the logical connections the author makes in a text |  |  |  |  |
| **RI.2.9. - WALT** we can compare and contrast important points presented by two texts on the same topic |  |  |  |  |
| **RI.2.9. - WALT** compare the most important points presented by two texts on the same topic |  |  |  |  |
| **RI.2.9. - WALT** contrast the most important points presented by two texts on the same topic |  |  |  |  |
| **W.2.1. - WALT** opinion pieces name a topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion |  |  |  |  |
| **W.2.1. - WALT** introduce a topic or book |  |  |  |  |
| **W.2.1. - WALT** provide an opinion about the topic or book they are writing about |  |  |  |  |
| **W.2.1. - WALT** provide reasons that support the opinion |  |  |  |  |
| **W.2.1. - WALT** use linking words (e.g., because, and, also) to connect the opinion and reasons |  |  |  |  |
| **W.2.1. - WALT** provide a conclusion |  |  |  |  |
| **L.2.1.C - WALT** use reflexive pronouns |  |  |  |  |
| **W.2.1.D - WALT** form and use the past tense of frequently occurring irregular verbs |  |  |  |  |
| **W.2.2.C - WALT** use an apostrophe to form contractions and frequently occurring possessives |  |  |  |  |

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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