# CAR Unit Template

## Unit Title: ELA - Features of Literature - Unit 4

**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.2.3.** Describe how characters in a story respond to major events and challenges using key details.

**RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

**SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

B. Use commas in greetings and closings of letters.

### 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** determine the central message/theme, lesson, or moral of stories, including fables and folktales from diverse cultures |  |  |  |  |
| **RL.2.3. - WALT** characters respond to major events and challenges in a story |  |  |  |  |
| **RL.2.3. - WALT** use key details to describe how characters in a story respond to major events and challenges |  |  |  |  |
| **RL.2.6. - WALT** different characters have different points of view |  |  |  |  |
| **RL.2.6. - WALT** acknowledge (note) differences in the points of view of characters |  |  |  |  |
| **RL.2.6. - WALT** speak in the characters’ voice when reading dialogue aloud |  |  |  |  |
| **RL.2.7. - WALT** words and pictures from a story help us understand a print or digital text |  |  |  |  |
| **RL.2.7. - WALT** demonstrate understanding of characters in a story using the words and illustrations |  |  |  |  |
| **RL.2.7. - WALT** demonstrate understanding of setting(s) in a story using the words and illustrations |  |  |  |  |
| **RL.2.7. - WALT** demonstrate understanding of plot in a story using the words and illustrations |  |  |  |  |
| **W.2.3. - WALT** narrative writing describes events by including details about actions, thoughts, and feelings |  |  |  |  |
| **W.2.3. - WALT** temporal (sequence) words show a sequence of events |  |  |  |  |
| **W.2.3. - WALT** write narratives in which they recount a well-elaborated event or short sequence of events |  |  |  |  |
| **W.2.3. - WALT** include details to describe actions, thoughts, and feelings |  |  |  |  |
| **W.2.3. - WALT** use temporal words to signal event order |  |  |  |  |
| **W.2.3. - WALT** end a narrative by providing a sense of closure |  |  |  |  |
| **SL.2.2. - WALT** identify key ideas or details from a text read aloud, information presented orally, or through other media |  |  |  |  |
| **SL.2.2. - WALT** recount (retell) a text read aloud, information presented orally, or through other media |  |  |  |  |
| **SL.2.2. - WALT** describe key ideas or details from a text read aloud, information presented orally, or through other media |  |  |  |  |
| **SL.2.5. - WALT** through multimedia, drawings and/or visual displays, we can provide additional details and clarify ideas, thoughts and feelings |  |  |  |  |
| **SL.2.5. - WALT** include multimedia, drawings and/or visual displays when orally describing something to clarify ideas, thoughts, and feelings |  |  |  |  |
| **L.2.2.B - WALT** use commas in greetings and closings of letters. |  |  |  |  |

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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