# CAR Unit Template

## Unit Title: ELA – Foundational Literacy – Unit 1 – Module A

**Grade level: Grade Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.K.1.** With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.

A. Follow words from left to right, top to bottom, and page by page.

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.

C. Understand that words are separated by spaces in print.

**RF.K.1.** Demonstrate understanding of the organization and basic features of print.

D. Recognize and name all upper and lowercase letters of the alphabet.

**W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**W.K.5.** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

**SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

**SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

B. Continue a conversation through multiple exchanges.

### 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.K.1. - WALT** ask about key details in a text (e.g. who, what, when, where, why, how) with prompting and support |  |  |  |  |
| **RL.K.1. - WALT** answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support |  |  |  |  |
| **RF.K.1.A - WALT** follow and read words from left to right, starting at the top of the page |  |  |  |  |
| **RF.K.1.A - WALT** follow and read words page by page |  |  |  |  |
| **RF.K.1.B - WALT** word(s) we say can be written using a specific sequence of printed letters |  |  |  |  |
| **RF.K.1.C - WALT** written words are separated by spaces |  |  |  |  |
| **RF.K.1.D - WALT** recognize all upper- and lower-case letters |  |  |  |  |
| **RF.K.1.D - WALT** name all upper- and lower-case letters |  |  |  |  |
| **W.K.1. - WALT** opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing |  |  |  |  |
| **W.K.5. - WALT** with prompting and support from adults and peers, add details to our writing (e.g., sizes, colors, adjectives) |  |  |  |  |
| **SL.K.1.A - WALT** talk with many different people about kindergarten topics and texts |  |  |  |  |
| **SL.K.1.A - WALT** take turns when listening and speaking with others, following the agreed upon rules for discussions |  |  |  |  |
| **SL.K.1.B - WALT** in a conversation, two or more people listen carefully and take turns speaking |  |  |  |  |

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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