# CAR Unit Template

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

**Grade level: Grade Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.K.3.** With prompting and support, identify characters, settings, and major events in a story.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

B. Count, pronounce, blend, and segment syllables in spoken words.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

C. Blend and segment onsets and rimes of single-syllable spoken words.

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC)

words. (This does not include CVCs ending with /l/, /r/, or /x/.)

**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**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.

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print many upper and lowercase letters.

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use frequently occurring nouns and verbs.

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

### 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.3. - WALT** stories include characters, settings, and events |  |  |  |  |
| **RL.K.3. - WALT** identify characters in a story, with prompting and support |  |  |  |  |
| **RL.K.3.A - WALT** identify settings in a story, with prompting and support |  |  |  |  |
| **RF.K.2.A - WALT** recognize rhyming words |  |  |  |  |
| **RF.K.2.A - WALT** make rhyming words |  |  |  |  |
| **RF.K.2.B - WALT** identify syllables in words we say |  |  |  |  |
| **RF.K.2.B - WALT** count, say, and blend syllables in spoken words |  |  |  |  |
| **RF.K.2.C - WALT** blend onsets and rhymes in words we say |  |  |  |  |
| **RF.K.2.C - WALT** segment onsets and rhymes in words we say |  |  |  |  |
| **RF.K.2.D - WALT** isolate (separate) the first, middle, and last sounds in CVC *(consonant - vowel - consonant)* words |  |  |  |  |
| **RF.K.2.D - WALT** pronounce (say) the first, middle, and last sounds in CVC *(consonant - vowel - consonant)* words |  |  |  |  |
| **RF.K.2.E - WALT** add sounds to words to make new one-syllable words |  |  |  |  |
| **RF.K.2.E - WALT** change sounds in words to make new one-syllable words |  |  |  |  |
| **W.K.3. - WALT** narrative writing can tell a story about events in sequence |  |  |  |  |
| **W.K.3. - WALT** write a story using pictures and words (written or dictated) |  |  |  |  |
| **W.K.3. - WALT** write a story using pictures and words (written or dictated) in the order it happened |  |  |  |  |
| **W.K.3. - WALT** write our feelings about the events in the story using pictures and words (written or dictated) |  |  |  |  |
| **SL.K.1. - WALT** in a conversation, two or more people listen carefully and take turns speaking |  |  |  |  |
| **L.K.1.A - WALT** in a conversation, two or more people listen carefully and take turns speaking |  |  |  |  |
| **L.K.1.A - WALT** print upper and lower case letters |  |  |  |  |
| **L.K.1.B - WALT** use nouns and verbs correctly |  |  |  |  |
| **L.K.1.D - WALT** use question words |  |  |  |  |

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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