# CAR Unit Template

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

**Grade level: Grade Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.K.5.** Identify the front cover, back cover, and title page of a book.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

C. Read high-frequency and sight words with automaticity.

**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**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).

**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).

**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.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional details.

**SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

### 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** |
| --- | --- |
|  |  |

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** |
| --- | --- | --- | --- | --- |
| **RI.K.5. - WALT** there are identifiable parts of a book |  |  |  |  |
| **RI.K.5. - WALT** identify the front cover of a book |  |  |  |  |
| **RI.K.5. - WALT** identify the back cover of a book |  |  |  |  |
| **RI.K.5. - WALT** identify the title page of a book |  |  |  |  |
| **RF.K.3.A - WALT** letters and word patterns are used to read and write words |  |  |  |  |
| **RF.K.3.A - WALT** identify the sounds of frequently used consonants |  |  |  |  |
| **RF.K.3.B - WALT** the five vowels have long and short sounds |  |  |  |  |
| **RF.K.3.B - WALT** use the short vowel sounds when spelling words |  |  |  |  |
| **RF.K.3.B - WALT** use the long vowel sounds when spelling words |  |  |  |  |
| **RF.K.3.C - WALT** read high-frequency and sight words with automaticity |  |  |  |  |
| **RF.K.3.D - WALT** identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot) |  |  |  |  |
| **RF.K.3.D - WALT** when we change the letters in words we make new words |  |  |  |  |
| **W.K.5. - WALT** with guidance and support from adults, writers can strengthen writing through self-reflection and suggestions from peers |  |  |  |  |
| **W.K.5. - WALT** with guidance and support from adults, use self-reflection to strengthen our 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.4. - WALT** orally describe familiar people, places or things |  |  |  |  |
| **SL.K.5. - WALT** drawings and visual displays provide additional details |  |  |  |  |
| **SL.K.6. - WALT** it is important to speak audibly when expressing thoughts, feelings, and ideas clearly |  |  |  |  |
| **SL.K.6. - WALT** speak so that we can be heard |  |  |  |  |
| **SL.K.6. - WALT** express our thoughts, ideas and feelings clearly |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |