# CAR Unit Template

## Unit Title: ELA – Retelling Familiar Stories – Unit 2 – Module C

**Grade level: Grade Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.K.3**. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**W.K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.K.7**. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize the first word in a sentence and the pronoun *I*.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Recognize and name end punctuation.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

### 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** |
| --- | --- | --- | --- | --- |
| **RI.K.3**. - **WALT** there can be connections between different elements in text |  |  |  |  |
| **RI.K.3**. - **WALT** there are different elements in text |  |  |  |  |
| **RI.K.3**. - **WALT** identify the individuals in text with prompting and support |  |  |  |  |
| **RI.K.3**. - **WALT** identify the events in text with prompting and support |  |  |  |  |
| **RI.K.3**. - **WALT** identify ideas in text with prompting and support |  |  |  |  |
| **RI.K.3**. - **WALT** identify pieces of information in a text with prompting and support |  |  |  |  |
| **W.K.6**. - **WALT** with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing |  |  |  |  |
| **W.K.6**. - **WALT** use a variety of digital tools to produce and publish writing, with guidance and support |  |  |  |  |
| **W.K.6**. - **WALT** collaborate with peers to produce and publish writing |  |  |  |  |
| **W.K.7**. - **WALT** we can participate in shared research and writing projects |  |  |  |  |
| **L.K.2.A - WALT** capitalize the first word in a sentence |  |  |  |  |
| **L.K.2**.**A** - **WALT** capitalize the pronoun *I* |  |  |  |  |
| **L.K.2**.**B** - **WALT** recognize end punctuation |  |  |  |  |
| **L.K.2**.**B** - **WALT** name end punctuation |  |  |  |  |
| **L.K.2**.**C** - **WALT** write a letter or letters for most consonant sounds |  |  |  |  |
| **L.K.2**.**C** - **WALT** write a letter or letters for most vowel sounds |  |  |  |  |
| **L.K.2**.**D** - **WALT** spell simple words using phonetic spelling |  |  |  |  |
| **L.K.4**.**A** - **WALT** some words have different meanings |  |  |  |  |
| **L.K.4**.**A** - **WALT** it is important figure out the meaning words and phrases we do not know when reading |  |  |  |  |
| **L.K.4**.**A** - **WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content, choosing from various strategies |  |  |  |  |
| **L.K.4**.**A** - **WALT** identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*) |  |  |  |  |
| **L.K.4**.**B** - **WALT** use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word |  |  |  |  |
| **L.K.5**.**A** - **WALT** with guidance and support, explore the relationships and differences in words and their meanings |  |  |  |  |
| **L.K.5**.**A** - **WALT** sort common objects into categories to gain a sense of the concepts the categories represent |  |  |  |  |
| **L.K.5**.**B** - **WALT** demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites |  |  |  |  |

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** |
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Interdisciplinary Connections

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