# CAR Unit Template

## Unit Title: ELA – Writing for a Purpose – Unit 4 – Module B

**Grade level: Grade Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.K.2.** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10.** Actively engage in group reading activities with purpose and understanding.

**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...*)

**SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

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

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the

meanings.

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### 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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| **RI.K.2. - WALT** identify the main topic of a text with prompting and support |  |  |  |  |
| **RI.K.2. - WALT** retell key details of a text with prompting and support |  |  |  |  |
| **RI.K.9. - WALT** texts have similarities and differences |  |  |  |  |
| **RI.K.9. - WALT** identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures), with prompting and support |  |  |  |  |
| **RI.K.9. - WALT** identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) with prompting and support |  |  |  |  |
| **RI.K.10. - WALT** participate in group reading activities (e.g. read-alouds, shared reading, small group instruction, etc.) with purpose and understanding. |  |  |  |  |
| **W.K.1. - WALT** tell a reader a topic or name a book by using a combination of drawing, dictating, and writing |  |  |  |  |
| **W.K.1. - WALT** draw, tell, and write an opinion about the topic or book (e.g., *My favorite book is...*) |  |  |  |  |
| **SL.K.2. - WALT** ask and answer questions about key details we heard |  |  |  |  |
| **SL.K.2. - WALT** ask and answer questions about something we heard |  |  |  |  |
| **SL.K.2. - WALT** ask questions when we do not understand something we heard |  |  |  |  |
| **SL.K.5. - WALT** include drawings and visual displays when orally describing something |  |  |  |  |
| **L.K.5.C - WALT** Identify real-life connections between words and their use (e.g., note places at school that are colorful) |  |  |  |  |
| **L.K.5.D - WALT** Distinguish shades of meaning among verbs describing the same general action by acting out the meanings |  |  |  |  |
| **L.K.6. - WALT** words and phrases can be developed through conversations |  |  |  |  |
| **L.K.6. - WALT** use words and phrases we have heard in conversations and when responding to texts |  |  |  |  |
| **L.K.6. - WALT** use words and phrases we have learned through text |  |  |  |  |
| **L.K.6. - WALT** use words and phrases we learned during our discussions about text |  |  |  |  |

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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