# CAR Unit Template

## Unit Title: ELA - Reading Literature and Opinion Writing - Unit 3 - Module A

**Grade level: Grade 1**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

C. Know final -e and common vowel team conventions for representing long vowel sounds.

**RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.

D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

**W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### 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.1.4. - WALT** stories and poems use words that describe feelings |  |  |  |  |
| **RL.1.4. - WALT** stories and poems use words to describe what we can see, hear, smell, taste, or feel |  |  |  |  |
| **RL.1.4. - WALT** identify words and phrases that describe feelings |  |  |  |  |
| **RL.1.4. - WALT** identify words and phrases that describe what we can see, hear, smell, taste, or feel |  |  |  |  |
| **RL.1.5. - WALT** there are various text features in text |  |  |  |  |
| **RL.1.5. - WALT** identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) |  |  |  |  |
| **RF.1.3.C - WALT** the final -e and specific common vowel team conventions represent long vowel sounds |  |  |  |  |
| **RF.1.3.D - WALT** distinguish long and short vowels when reading regularly spelled one-syllable words |  |  |  |  |
| **W.1.1. - WALT** opinion pieces name a topic and state an opinion and provide a reason for that opinion |  |  |  |  |
| **W.1.1. - WALT** introduce a topic or name a book we are writing about |  |  |  |  |
| **W.1.1. - WALT** state an opinion about a topic |  |  |  |  |
| **W.1.1. - WALT** supply a reason for the opinion |  |  |  |  |
| **W.1.1. - WALT** provide a sense of closure |  |  |  |  |

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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