# CAR Unit Template

## Unit Title: ELA - Reading and Writing Narratives - Unit 1 - Module C

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.2.6**. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

**L.2.1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.

**L.2.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

### 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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| **W.2.3. - WALT** narrative writing describes events by including details about actions, thoughts, and feelings |  |  |  |  |
| **W.2.3. - WALT** write narratives in which we recount a well-elaborated event or short sequence of events |  |  |  |  |
| **W.2.3. - WALT** include details to describe actions, thoughts, and feelings |  |  |  |  |
| **W.2.3. - WALT** end a narrative by providing a sense of closure |  |  |  |  |
| **W.2.6. - WALT** with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing |  |  |  |  |
| **W.2.6. - WALT** use a variety of digital tools |  |  |  |  |
| **W.2.6. - WALT** produce writing with guidance and support from adults and collaboration with peers |  |  |  |  |
| **W.2.6. - WALT** publish writing with guidance and support from adults and collaboration with peers |  |  |  |  |
| **L.2.1.A - WALT** use collective nouns when writing or speaking |  |  |  |  |
| **L.2.1.B - WALT** form and use frequently occurring irregular plural nouns |  |  |  |  |
| **L.2.2.A - WALT** capitalize holidays, product names, and geographic names when writing |  |  |  |  |
| **L.2.2.E - WALT** consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings |  |  |  |  |

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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