# CAR Unit Template

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

**Grade level: Grade Kindergarten**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.K.1.** With prompting and support, ask and answer questions about key details in a text.

**RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

**RL.K.6.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RF.K.4.** Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

A. Read emergent-readers with purpose and understanding.

**SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### 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.1. –WALT** ask about key details in text (e.g. who, what, when, where, why, how) with prompting and support |  |  |  |  |
| **RI.K.1. –WALT** answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support |  |  |  |  |
| **RL.K.2. – WALT** retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how) |  |  |  |  |
| **RL.K.6. –WALT** stories have author(s) and illustrator(s) |  |  |  |  |
| **RL.K.6. – WALT** author(s) and illustrator(s) contribute to telling a story |  |  |  |  |
| **RL.K.6. – WALT** name the author and define his or her role in telling a story, with prompting and support |  |  |  |  |
| **RL.K.6. – WALT** name the illustrator and define his or her role in telling a story, with prompting and support |  |  |  |  |
| **RL.K.7. – WALT** illustrators create pictures to go with some of the events in a story |  |  |  |  |
| **RL.K.10. – WALT** we read to understand stories at grade level or above, with prompting and support**RL.K.10. – WALT** engage in stories by listening with purpose and understanding (e.g., shared reading, interactive read-alouds, and guided reading). |  |  |  |  |
| **RI.K.6. – WALT** authors write the text |  |  |  |  |
| **RI.K.6. – WALT** illustrators create the pictures in a text |  |  |  |  |
| **RI.K.6. – WALT** name the author of a text |  |  |  |  |
| **RI.K.6. – WALT** name the illustrator of a text |  |  |  |  |
| **RF.K.4. – WALT** readers match written words to spoken words in order to develop fluency and comprehension skills |  |  |  |  |
| **RF.K.4. – WALT** read emergent-readers with purpose and understanding |  |  |  |  |
| **SL.K.3. – WALT** asking and answering questions helps me better understand something |  |  |  |  |
| **SL.K.3. – WALT** ask and answer questions when we do not understand something |  |  |  |  |

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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