# CAR Unit Template

## Unit Title: ELA – Narrative Writing – Unit 1 – Module A

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.4.1** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**RF.4.4**. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

**W.4.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

C. Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

E. Provide a conclusion that follows from the narrated experiences or events.

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Use correct capitalization.

**L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

B. Choose punctuation for effect A. Use correct capitalization.

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or

clarify the precise meaning of key words and phrases.

### 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** |
| --- | --- | --- | --- | --- |
| **RL.4.1. - WALT** use relevant details and examples to explain text |  |  |  |  |
| **RL.4.1. - WALT** use relevant details and examples to draw inferences |  |  |  |  |
| **RL.4.1. - WALT** make relevant connections to explain text |  |  |  |  |
| **RL.4.1. - WALT** the text will be used to draw inferences |  |  |  |  |
| **RL.4.2. - WALT** summarize the text |  |  |  |  |
| **RL.4.2. - WALT** details from the text are used to summarize |  |  |  |  |
| **RL.4.4. - WALT** determine the meaning of words and phrases in context |  |  |  |  |
| **RL.4.4. - WALT** word meanings and phrases can be determined using text |  |  |  |  |
| **RL.4.10. - WALT** read and comprehend stories at grade level text-complexity or above, with scaffolding as needed |  |  |  |  |
| **RL.4.10. - WALT** read and comprehend dramas at grade level complexity or above, with scaffolding as needed |  |  |  |  |
| **RL.4.10. - WALT** read and comprehend poems at grade level complexity or above, with scaffolding as needed |  |  |  |  |
| **RF.4.4.C - WALT** read texts with purpose and understanding |  |  |  |  |
| **W.4.3.A - WALT** write narratives to develop real or imagined experiences or events using narrative technique |  |  |  |  |
| **W.4.3.A - WALT** write narratives to develop real or imagined experiences or events using descriptive details |  |  |  |  |
| **W.4.3.A - WALT** write narratives to develop real or imagined experiences or events using clear event sequences |  |  |  |  |
| **W.4.3.A - WALT** orient the reader by establishing a situation and introducing a narrator and/or characters |  |  |  |  |
| **W.4.3.A - WALT** organize an event sequence that unfolds naturally |  |  |  |  |
| **W.4.3.B - WALT** dialogue and description are used to develop experiences and events or show the responses of characters to situations |  |  |  |  |
| **W.4.3.B - WALT** use dialogue and description to develop experiences and events or show the responses of characters to situations |  |  |  |  |
| **W.4.3.C - WALT** use a variety of transitional words and phrases to manage the sequence of events |  |  |  |  |
| **W.4.3.D - WALT** use concrete words and phrases and sensory details to convey experiences and events precisely |  |  |  |  |
| **W.4.3.E - WALT** provide a conclusion that follows from the narrated experiences or events |  |  |  |  |
| **W.4.5.E - WALT** develop our writing through planning with guidance and support from peers and adults |  |  |  |  |
| **W.4.5.E - WALT** strengthen our writing through revising with guidance and support from peers and adults |  |  |  |  |
| **W.4.5.E - WALT** strengthen our writing through editing with guidance and support from peers and adults |  |  |  |  |
| **W.4.5.E - WALT** you can make writing stronger by planning, revising and editing |  |  |  |  |
| **SL.4.4. - WALT** tell a story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes |  |  |  |  |
| **SL.4.4. - WALT** speak clearly at an understandable pace |  |  |  |  |
| **L.4.1.A - WALT** the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking |  |  |  |  |
| **L.4.1.A - WALT** demonstrate command of the conventions of standard English grammar when writing or speaking |  |  |  |  |
| **L.4.1.A - WALT** use relative pronouns and relative adverbs when writing and speaking |  |  |  |  |
| **L.4.1.B - WALT** form and use progressive verb tenses |  |  |  |  |
| **L.4.1.F - WALT** produce complete sentences by reorganizing and correcting inappropriate fragments and run-ons |  |  |  |  |
| **L.4.2.A - WALT** the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing |  |  |  |  |
| **L.4.2.A - WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.4.2.A - WALT** use correct capitalization |  |  |  |  |
| **L.4.3.B - WALT** choose punctuation for effect when speaking |  |  |  |  |
| **L.4.3.B - WALT** choose punctuation for effect when writing |  |  |  |  |
| **L.4.4.A - WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.4.4.A - WALT** determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.4.4.A - WALT** use context as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.4.4.C - WALT** use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases |  |  |  |  |

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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