# CAR Unit Template

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

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.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.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*

**RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**RI.4.10.** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

B. Follow agreed-upon rules for discussions and carry out assigned roles

**SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**SL.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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

E. Form and use prepositional phrases

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

B. Use commas and quotation marks to mark direct speech and quotations from a text.

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

C. Use a comma before a coordinating conjunction in a compound sentence

**L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

### 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.4.1. - WALT** use relevant details and examples to explain informational text and make relevant connections to explain informational text |  |  |  |  |
| **RI.4.2. - WALT** the main idea of a text is supported by the detailssummarize the text (informational) |  |  |  |  |
| **RI.4.4. - WALT** determine the meaning of general academic in a text relevant to a grade 4 topic or subject area |  |  |  |  |
| **RI.4.1. - WALT** determine the meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |  |  |  |  |
| **RI.4.5. - WALT** informational text has an overall structure |  |  |  |  |
| **RI.4.5. - WALT** describe the overall structure of chronology in a text or part of a text using the events, ideas, concepts, or information read |  |  |  |  |
| **RI.4.5. - WALT** describe the overall structure of description in a text or part of a text using the events, ideas, concepts, or information read |  |  |  |  |
| **RI.4.10. - WALT** read literary nonfiction at grade level text-complexity or above, with scaffolding as needed |  |  |  |  |
| **RF.4.3.A - WALT** know and apply grade-level phonics and word analysis skills in decoding and encoding words |  |  |  |  |
| **RF.4.3.A - WALT** combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multisyllabic words in context and out of context |  |  |  |  |
| **W.4.4. - WALT** different writing genres have their own purpose, audience, organization, and development |  |  |  |  |
| **W.4.10. - WALT** writing takes stamina and time, as appropriate to the specific task |  |  |  |  |
| **W.4.10. - WALT** write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) |  |  |  |  |
| **W.4.10. - WALT**write in shorter time frames (a single sitting or a day or two) for specific tasks, purposes, and audiences |  |  |  |  |
| **SL.4.1.A - WALT** engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.4.1.A - WALT** explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions |  |  |  |  |
| **SL.4.1.B - WALT** follow agreed-upon rules for discussions |  |  |  |  |
| **SL.4.2. - WALT** paraphrase portions of a text read aloud |  |  |  |  |
| **SL.4.6. - WALT** there are different contexts that call for formal English |  |  |  |  |
| **SL.4.6. - WALT** there are situations where informal discourse is appropriate |  |  |  |  |
| **SL.4.6. - WALT** differentiate between contexts that call for formal English |  |  |  |  |
| **SL.4.6. - WALT** use appropriate English (formal or informal) for the task |  |  |  |  |
| **SL.4.6. - WALT** use appropriate English (formal or informal) for the situation |  |  |  |  |
| **SL.4.1.E - WALT** the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking |  |  |  |  |
| **SL.4.1.E - WALT** form and use prepositional phrases |  |  |  |  |
| **SL.4.2.B - WALT** the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing |  |  |  |  |
| **SL.4.2.B - WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **SL.4.2.B - WALT** use commas and quotation marks to mark direct speech from a text |  |  |  |  |
| **SL.4.2.C - WALT** use commas before coordinating conjunctions in a compound sentence |  |  |  |  |
| **SL.4.6. - WALT** acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic |  |  |  |  |

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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