# CAR Unit Template

## Unit Title: ELA – Informational / Explanatory Writing – Unit 2 – Module B

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**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.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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

E. Form and use prepositional 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** |
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| **RI.4.3. - WALT** explain events in a historical, scientific or technical text based on specific information from the text |  |  |  |  |
| **RI.4.3. - WALT** explain procedures in a historical, scientific or technical text, based on specific information from the text |  |  |  |  |
| **RI.4.3. - WALT** explain ideas in a historical, scientific or technical text based on specific information from the text |  |  |  |  |
| **RI.4.3. - WALT** include what happened and why when explaining events, procedures, ideas, or concepts in an informational text |  |  |  |  |
| **RI.4.5. - WALT** describe the overall structure of comparison in a text or part of text using the events, ideas, concepts, or information read |  |  |  |  |
| **RI.4.5. - WALT** describe the overall structure of cause/effect 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 problem/solution 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.4.7. - WALT** information can be shown in different ways |  |  |  |  |
| **RI.4.7. - WALT** visual and quantitative information must be interpreted before we can explain how it contributes to the text |  |  |  |  |
| **RI.4.8. - WALT** authors use reasons and evidence to support points in a text |  |  |  |  |
| **W.4.7. - WALT** conduct short research projects that build knowledge through investigation of different aspects of a topic |  |  |  |  |
| **W.4.7. - WALT** research requires investigation of a topic |  |  |  |  |
| **W.4.9.B - WALT** apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”) |  |  |  |  |
| **L.4.1.E - WALT** the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking |  |  |  |  |
| **L.4.1.E - WALT** demonstrate command of the conventions of standard English grammar when writing or speaking |  |  |  |  |
| **L.4.1.E - WALT** form and use prepositional 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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