# CAR Unit Template

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

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

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

A. 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.

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

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**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.4.1.** 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.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and

link to the remarks of others.

**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.

E. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**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.4.3.** Identify the reasons and evidence a speaker provides to support particular points.

### 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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| **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 |  |  |  |  |
| **RF.4.4.C - WALT** use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **SL.4.1.A - WALT** engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.4.1.A - WALT** engage effectively in a range of collaborative discussions (in groups) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **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.4.1.B - WALT** carry out assigned roles during discussions |  |  |  |  |
| **SL.4.1.C - WALT** pose and respond to specific questions to clarify or follow up on information |  |  |  |  |
| **SL.4.1.C - WALT** make comments that contribute to the discussion and link to the remarks of others |  |  |  |  |
| **SL.4.1.E - WALT** review the key ideas expressed and explain our ideas and understanding based on the information discussed |  |  |  |  |
| **SL.4.2. - WALT** main ideas and details enable speakers to paraphrase what has been listened to or viewed |  |  |  |  |
| **SL.4.2. - WALT** paraphrase portions of a text read aloud |  |  |  |  |
| **SL.4.2. - WALT** paraphrase portions of information presented in diverse media and formats |  |  |  |  |
| **SL.4.3. - WALT** speakers provide reasons and evidence to support particular points. |  |  |  |  |

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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