# CAR Unit Template

## Unit Title: ELA – Literary Text and Opinion Writing – Unit 3 – Module A

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**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.4.5.** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.4.6.** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**RL.4.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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

A. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

**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.

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

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

C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate

(e.g., small-group discussion).

**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.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph,*

*autograph*).

**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### 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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| **RL.4.3. - WALT** describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) |  |  |  |  |
| **RL.4.3. - WALT** describe in depth a setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) |  |  |  |  |
| **RL.4.3. - WALT** specific details in a text (character’s thoughts, words, or actions) are used to describe a character in depth |  |  |  |  |
| **RL.4.3 - WALT** specific details in a text are used to describe setting or events in a story or drama |  |  |  |  |
| **RL.4.4. - WALT** determine the meaning of words and phrases that allude (refer) to significant characters found in literature |  |  |  |  |
| **RL.4.4. - WALT** word meanings and phrases can be determined as they refer to characters in the text |  |  |  |  |
| **RL.4.5. - WALT** there are major differences between poems, drama, and prose |  |  |  |  |
| **RL.4.5. - WALT** explain major differences between poems, drama, and prose and refer to the structural elements (e.g., verse, rhythm, meter) when writing or speaking about a text |  |  |  |  |
| **RL.4.5. - WALT** explain major differences in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text |  |  |  |  |
| **RL.4.6. - WALT** there is a difference between first and third person narrations |  |  |  |  |
| **RL.4.6. - WALT** compare and contrast the point of view from which different stories are narrated |  |  |  |  |
| **RL.4.6. - WALT** differentiate between first and third-person narrations when comparing and contrasting points of view from different stories |  |  |  |  |
| **RL.4.9. - WALT** compare and contrast on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes |  |  |  |  |
| **RL.4.9. - WALT** reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes |  |  |  |  |
| **RF.4.4.A - WALT** read prose and poetry orally with accuracy, appropriate rate, and appropriate expression |  |  |  |  |
| **RL.4.9. - WALT** draw evidence from literary texts to support analysis, reflection, and research |  |  |  |  |
| **RL.4.9. - WALT** draw evidence from informational texts to support analysis, reflection, and research |  |  |  |  |
| **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 |  |  |  |  |
| **L.4.3.C - WALT** differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) when speaking |  |  |  |  |
| **L.4.3.C - WALT** differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) when writing |  |  |  |  |
| **L.4.4.B - WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.4.4.B - 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.B - WALT** use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word |  |  |  |  |
| **L.4.5.A - WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.4.5.A - WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.4.5.A - WALT** explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context |  |  |  |  |
| **L.4.5.B - WALT** recognize and explain the meaning of common idioms, adages, and proverbs |  |  |  |  |
| **L.4.5.C - WALT** demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) |  |  |  |  |

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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