# CAR Unit Template

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

**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.

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

B. Provide reasons that are supported by facts from texts and/or other sources.

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

**W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

D. Provide a conclusion related to the opinion presented.

**W.4.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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.

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

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

**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.

**SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

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

D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

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

G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

**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.

### 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.4.1. - WALT** make relevant connections to explain text make relevant connections to draw inferences |  |  |  |  |
| **RL.4.1. - WALT** text will be used to make relevant connections |  |  |  |  |
| **RL.4.1. - WALT** text and relevant connections will be used to explain and support what the text says explicitly |  |  |  |  |
| **RL.4.1.A - WALT** write opinion pieces on topics or text |  |  |  |  |
| **RL.4.1.A - WALT** support a point of view with reasons and information |  |  |  |  |
| **RL.4.1.A - WALT** introduce a topic or text clearly |  |  |  |  |
| **RL.4.1.A - WALT** state an opinion |  |  |  |  |
| **RL.4.1.A - WALT** create an organizational structure where related ideas are grouped to support the writer’s purpose |  |  |  |  |
| **RL.4.1.B - WALT** provide reasons that are supported by facts from texts and/or other sources |  |  |  |  |
| **RL.4.1.C - WALT** link (connect) opinion and reasons using words and phrases(e.g., for instance, in order to, in addition) |  |  |  |  |
| **RL.4.1.C - WALT** words and phrases are used to link opinions and reasons, (for instance, in order to, in addition.) |  |  |  |  |
| **RL.4.1.D - WALT** provide a conclusion related to the opinion presented |  |  |  |  |
| **RL.4.6. - WALT** use technology, including the Internet, to interact and collaborate with others in writing |  |  |  |  |
| **RL.4.6. - WALT** demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting |  |  |  |  |
| **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.D - WALT** review the key ideas expressed and explain our ideas and understanding based on the information discussed |  |  |  |  |
| **SL.4.3. - WALT** speakers provide reasons and evidence to support particular points |  |  |  |  |
| **SL.4.3. - WALT** identify the reasons a speaker provides to support particular points |  |  |  |  |
| **SL.4.3. - WALT** identify the evidence a speaker provides to support particular points |  |  |  |  |
| **SL.4.4. - WALT** report on a topic in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes |  |  |  |  |
| **SL.4.4. - WALT** report on a text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or  themes |  |  |  |  |
| **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 |  |  |  |  |
| **SL.4.5. - WALT** audio recordings and visual displays can enhance the development of main ideas and themes |  |  |  |  |
| **L.4.1.C - WALT** use modal auxiliaries(e.g., can, may, must) to convey various conditions within a writing or while talking |  |  |  |  |
| **L.4.1.D - WALT** order adjectives within a sentence in a conventional pattern |  |  |  |  |
| **L.4.1.G - WALT** correctly use frequently confused words (e.g., to, too, two, there, their) |  |  |  |  |
| **L.4.4.A - WALT** use context as a clue to the meaning of a word or phases |  |  |  |  |

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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