# CAR Unit Template

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

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.4.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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

**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.

B. 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.

A. Apply *grade 4 Reading standards* to literature (e.g., “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].”).

**SL.4.1.** (ongoing) 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.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

### 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.4.2. - WALT** theme can be determined from the details in a text |  |  |  |  |
| **RL.4.8. - WALT** explain how an author uses reasons to support particular points in a text |  |  |  |  |
| **RL.4.8. - WALT** explain how an author uses evidence to support particular points in a text |  |  |  |  |
| **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 multi-syllabic words in context and out of context |  |  |  |  |
| **RF.4.4.B - WALT** read prose and poetry orally with accuracy, appropriate rate, and appropriate expression |  |  |  |  |
| **RF.4.9.A - WALT** writers use evidence from reading to analyze, reflect and research |  |  |  |  |
| **RF.4.9.A - WALT** draw evidence from literary texts to support analysis, reflection, and research |  |  |  |  |
| **RF.4.9.A - WALT** apply *grade 4 Reading standards* to literature (e.g., “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].”) |  |  |  |  |
| **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.4.2 - 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** identify the evidence a speaker provides 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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