# CAR Unit Template

## Unit Title: ELA – Integration of Text Types and Modes of Writing – Unit 4 – Module A

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.4.7.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

**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

**W.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

**L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

### 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** |
| --- | --- |
|  |  |

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** |
| --- | --- | --- | --- | --- |
| **RL.4.5. - WALT** there are specific structural elements in poetry (e.g. verse, rhythm, meter) |  |  |  |  |
| **RL.4.5. - WALT** there are specific structural elements in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) |  |  |  |  |
| **RL.4.7. – WALT** there are connections among the text and its visual and oral presentations |  |  |  |  |
| **RL.4.7. – WALT** make connections between specific descriptions and directions in a text and a visual representation of the text |  |  |  |  |
| **RL.4.7. – WALT** make connections between specific descriptions and directions in a text and an oral representation of the text |  |  |  |  |
| **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 topics |  |  |  |  |
| **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 topics |  |  |  |  |
| **W.4.3. – WALT** write narratives to develop real or imagined experiences or events using narrative technique |  |  |  |  |
| **W.4.3. – WALT** write narratives to develop real or imagined experiences or events using descriptive details |  |  |  |  |
| **W.4.3. – WALT** write narratives to develop real or imagined experiences or events using clear event sequences |  |  |  |  |
| **L.4.6. – WALT** acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic |  |  |  |  |
| **L.4.6. – WALT** acquire and use accurately domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |