# CAR Unit Template

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

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular

points in a text”).

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

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

### 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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| **RI.4.6. – WALT** firsthand and secondhand accounts show different points of view |  |  |  |  |
| **RI.4.6. – WALT** compare and contrast the firsthand and secondhand account of the same event or topic |  |  |  |  |
| **RI.4.6. – WALT** describe the difference of the firsthand and secondhand focus of the same event or topic |  |  |  |  |
| **RI.4.6. – WALT** describe the different information provided in the firsthand and secondhand account of the same event or topic |  |  |  |  |
| **RI.4.7. – WALT** interpret information presented visually, orally and quantitatively |  |  |  |  |
| **RI.4.7. – WALT** explain how the information contributes to the understanding of the text |  |  |  |  |
| **RI.4.9. – WALT** integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write about the subject |  |  |  |  |
| **RI.4.9. – WALT** integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to speak about the subject |  |  |  |  |
| **W.4.2. – WALT** write informative/explanatory texts to examine a topic and convey ideas and information clearly |  |  |  |  |
| **W.4.9.B – WALT** draw evidence from informational texts to support analysis, reflection, and research |  |  |  |  |
| **W.4.9.B – WALT** apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”) |  |  |  |  |
| **SL.4.5. – WALT** add audio recordings and add visual displays to presentations when appropriate to enhance the development of main ideas or themes |  |  |  |  |
| **SL.4.5. – WALT** add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes |  |  |  |  |
| **L.4.5. – WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.4.5. – WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |

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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