# CAR Unit Template

## Unit Title: ELA – Information / Explanatory Writing – Unit 2 – Module A

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.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.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and

multimedia when useful to aiding comprehension.

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

B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

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

C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

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

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

E. Provide a conclusion related to the information or explanation presented.

**W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**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.

**W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**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.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**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.

**L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Spell grade-appropriate words correctly, consulting references as needed.

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

A. Choose words and phrases to convey ideas precisely.

### 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.4.1. - WALT** use relevant details and examples to draw inferences |  |  |  |  |
| **RI.4.1. - WALT** drawing inferences helps us better understand the text |  |  |  |  |
| **RI.4.1. - WALT** make relevant connections when draw inferences |  |  |  |  |
| **RI.4.2. - WALT** determine the main idea of a text |  |  |  |  |
| **RI.4.2. - WALT** explain how the main idea is supported by key details |  |  |  |  |
| **RF.4.4.C - WALT** use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **W.4.2.A - WALT** write informative/explanatory texts to examine a topic and convey ideas and information clearly |  |  |  |  |
| **W.4.2.A - WALT** introduce a topic clearly and group related information in paragraphs and sections |  |  |  |  |
| **W.4.2.A - WALT** include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension |  |  |  |  |
| **W.4.2.B - WALT** develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic |  |  |  |  |
| **W.4.2.C - WALT** link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*) |  |  |  |  |
| **W.4.2.D - WALT** use precise language and domain-specific vocabulary to inform about the topic |  |  |  |  |
| **W.4.2.D - WALT** use precise language and domain-specific vocabulary to explain the topic |  |  |  |  |
| **W.4.2.D - WALT** the use of precise language and domain specific vocabulary can be used to explain and inform about a topic |  |  |  |  |
| **W.4.2.E - WALT** provide a conclusion related to the information presented |  |  |  |  |
| **W.4.2.E - WALT** provide a conclusion related to the explanation presented |  |  |  |  |
| **W.4.4. - WALT** produce clear and coherent writing in which the development is appropriate to task, purpose and audience |  |  |  |  |
| **W.4.4. - WALT** produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience |  |  |  |  |
| **W.4.6. - WALT** use technology, including the Internet, to produce writing with some guidance and support from adults |  |  |  |  |
| **W.4.6. - WALT** use technology, including the Internet, to publish writing with some guidance and support from adults |  |  |  |  |
| **W.4.8. - WALT** recall and gather relevant information from experiences and print and digital resources |  |  |  |  |
| **W.4.8. - WALT** take notes and categorize information |  |  |  |  |
| **W.4.8. - WALT** provide a list of source |  |  |  |  |
| **W.4.8. - WALT** if you are taking information directly from a source you need to provide a list of sources |  |  |  |  |
| **SL.4.1.C - WALT** pose and respond to specific questions to clarify or follow up on information |  |  |  |  |
| **SL.4.1.C - WALT** make comments that contribute to the discussion and link to the remarks of others |  |  |  |  |
| **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 |  |  |  |  |
| **L.4.2. - WALT** spell grade-appropriate words correctly, using references as needed |  |  |  |  |
| **L.4.3. - WALT** use knowledge of language and its conventions when speaking |  |  |  |  |
| **L.4.3. - WALT** use knowledge of language and its conventions when writing |  |  |  |  |
| **L.4.3. - WALT** choose words and phrases to convey ideas precisely when writing |  |  |  |  |
| **L.4.3. - WALT** choose words and phrases to convey ideas precisely when speaking |  |  |  |  |

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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