

Grade 4 English Language Arts
Unit 1 Reading

Subject(s)	Reading/Language Arts
Unit of Study	Unit 1: How Themes Communicate Different Messages (Correlates with Unit 1 Writing - Personal Narrative: Character and Author's Message)
Pacing	30 days (25 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

Reading

CCR.4.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

CCR.4.SL.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.

Foundational Skills

CCR.4.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.4.R.L.1 REFER to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR.4.R.L.2 DETERMINE a theme of a story, drama, or poem from details in the text; SUMMARIZE the text.

CCR.4.R.L.9 COMPARE and CONTRAST the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCR.4.SL.1.a Come to discussions PREPARED, having read or studied required material; explicitly DRAW on that preparation and other information known about the topic to explore ideas under discussion.

CCR.4.SL.1.b FOLLOW agreed-upon rules for discussions and CARRY OUT assigned roles.

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Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.2 <ul style="list-style-type: none"> • Literary Text • Details • Summary • Characteristics of a summary • Theme of story, drama, poem 	RL.2 DETERMINE (theme of story, drama or poem and using relevant details from text) IDENTIFY (characteristics of an effective summary) SUMMARIZE (text)	4 1 2,4
RL.9 <ul style="list-style-type: none"> • Comparing • Contrast • Theme • Topic • Patterns of events • Characteristic of various genres (e.g., stories, myths, and traditional literature) from different cultures 	RL.9 COMPARE/CONTRAST (themes, topics, patterns of events in stories, myths, and traditional literature from different cultures)	4
SL.1a <ul style="list-style-type: none"> • Book Discussions • Information about the topic (background knowledge and studied materials) 	SL.1a PREPARE (for discussions) EXPLORE (text) DISCUSS (ideas)	2 2 3

Essential Questions	Corresponding Big Ideas
1. How do I figure out the meaning of a text? 2. What tools can readers use to notice similarities and differences? 3. How do I prepare for group discussion?	1. Details guide me to understand the meaning of a text. 2. Story elements help me identify similarities and differences in literature. 3. Readers use background knowledge and information learned to participate in group discussions.

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Unit 1 Reading**

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities		
Focus of Unit (Literary Text)		Teacher Notes
<p>Activities</p> <p>Notes:</p> <ol style="list-style-type: none">1. As introductory lessons and to help establish a reading community, select from the follow <i>Making Meaning lessons</i>, Unit 1, Week 1 and 2, pages 1-32. Throughout the unit, students will record reading in a journal or log.2. The following lessons from <i>CROSSWALK Coach</i> address the following standards and can be imbedded throughout the unit: Lesson 1, pages 22-27 (RL.1), Lesson 2, pages 28-33 (RL.2) and Lesson 6, pages 56-63 (RL.9).3. Teachers may select how to incorporate the use of technology for students to demonstrate their understanding of skills within the unit. <ul style="list-style-type: none">• Students will determine a theme of a <u>story</u>, drama or poem from details in the text and will summarize the text. Students will compare and contrast the similar treatment of themes and topics and patterns of events.<ul style="list-style-type: none">○ As a pre-assessment, informally assess student understanding and knowledge levels of story elements (i.e., introduction, setting, characters, plot, etc...). As students are exposed to the various genres of literary text, lead class discussions on those story elements. Model for students how to “mark” or code the text as evidence for thinking. Chart the story events for each text and begin to discuss similarities and differences between the different events.○ Model and provide opportunities for students to summarize the text both orally and in writing. Continue to model for students how to summarize different literary texts.		

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- Once students demonstrate an understanding of story elements, begin to discuss the term **theme** (see vocabulary section for definition). Follow **Making Meaning** lessons:
 - Unit 4, Week 3, Days 1-4, pages 184-201 focusing on discussing the themes of growing up and conflicts with parents. Students will use their schema, or background knowledge, and questioning strategies to make sense of narrative text.
 - Unit 4, Week 4, Days 1-4, pages 202-218 focusing on exploring the theme of being different. Students will think about whether their questions are answered explicitly or implicitly.
- Note:** Teaching suggestion: Choose texts with common themes to be utilized later in unit such as perseverance, hard work, accepting other's differences, be who you are, be kind to others, honesty is the best policy. Begin to create a theme wall as a possible reference for students to post and discuss with peers. Students may also begin a theme page in their reading journal.
- Provide opportunities for students to read independently and in small groups. Students will take notes on key events during reading that leads to theme, noting places in the text where they inferred. Students will then summarize text orally and in writing. Students will record themes from text in journals and will share themes with the class. Add new themes and titles to anchor charts/theme wall. **Note:** Students can draw illustrations representing the themes in texts being read.

Clues from book...	What I know...	My inference...

- Review and discuss two texts already read or an additional text that have similar topics/themes to a text previously read. Refer to *Daybook*, Unit 1, Lessons 2 and 3 comparing text used in Unit 4 of *Making Meaning*. Model how to compare and contrast the different story elements including: who the characters are and how they behave, similarities and/or differences in setting and major events as well as the overall theme. **Note:** Discuss whether or not the themes were stated or implied. Chart the similarities and differences in each book, related to theme or patterns of events, using a graphic organizer (e.g. Venn-Diagram) or student made flip book.
- Provide opportunities for students to read and engage in purposeful conversations/book talks with peers, summarizing texts and comparing themes/ patterns of events.

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Discussion/journal prompts:

- *How are the plots similar or different?*
- *What is the theme of the book? How is this similar or different to texts you have read in the past?*
- *How are the treatments of similar themes alike and different?*
- *Which author is more effective in relaying this theme? Why?*

- Possible ways to assess student understanding using a teacher created rubric that is presented to students prior to task to clarify student expectations:

- Provide students with two pieces of literature with a common theme and have them compare and contrast how the theme is presented, using specific details from each text.
- Students create a Power Point to emphasize the main parts of the story and the overall theme or other related technology (i.e., Movie Trailer).
- Students create a self-selected art project (i.e., Comic Book Summary: Students use key details from text to determine theme and create 6-8 panel comic book summary of the story.).

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Think-Pair-Share/ Book Talks
- Guided Discovery
- Morning Meeting
- Journals

Vocabulary

Characters- the individuals that the story is about

Compare- to examine in order to note similarities and differences; to consider or describe as similar

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Conflict- struggle between two people or things

Contrast- to compare two persons or things to show the difference between them

Detail- a small part of a whole; specific information about the main idea

Discussion- a conversation or exchange of views

Drama- a written work that tells a story through action or speech and is intended to be acted out

Event- a happening in a story, book, play or poem

Evidence-something that shows, proves, or gives reason for making a decision or judgment

Inference- a conclusion drawn from prior knowledge and evidence or clues

Plot-series of events and characters actions that relate to the conflict

Resolution- the solution to the conflict/problem

Setting-the time and place in which a story happens

Theme- A thought or idea that the author shares with the reader through the events in a text (message usually inferred)

Topic- the main thought or subject of a written work

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none">-DRA-MAP <p>Informal</p> <ul style="list-style-type: none">-Teacher Observation-Anecdotal Notes-Student Work from Learning Activities and Teacher Assigned Tasks and Rubrics-Running Records	TBD

Instructional Strategies

-CRISS Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

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Resources	Technology Resources
<p>Instructional</p> <p>-Leveled Texts</p> <p>Anchor Texts:</p> <ul style="list-style-type: none"> • <u>A Bad Case of Stripes</u> by David Shannon from <i>Making Meaning</i> • <u>The Old Woman Who Named Things</u> by Cynthia Rylant from <i>Making Meaning</i> • <u>Song and Dance Man</u> by Karen Ackerman from <i>Making Meaning</i> • <u>The Bat Boy and His Violin</u> by Gavin Curtis from <i>Making Meaning</i> • <u>Teammates</u> by Peter Golenbock from <i>Making Meaning</i> • <u>Basket Moon</u> by Mary Lyn Ray from <i>Making Meaning</i> • <u>Miss Rumphius</u> by Barbara Cooney <p>-Additional Text Suggestions</p> <ul style="list-style-type: none"> • <u>Sylvester and the Magic Pebble</u> by William Steig • “The Pudding Like a Night on the Sea” in <u>The Stories Julian Tells</u> by Ann Cameron • <u>The Other Side</u> by Jacqueline Woodson (compare to <u>Teammates</u> and <u>The Bat Boy and His Violin</u>) • <u>The Bus Ride</u> by William Miller (compare to <u>Teammates</u> and <u>The Bat Boy and His Violin</u>) • <u>Heroes</u> by Ken Mochizuki • <u>The Lost Lake</u> by Allan Say • <u>I Remember Papa</u> by Helen Ketterman • <u>Wilfred Gordon McDonald Partridge</u> by Mem Fox 	<p>Successmaker www.schoolwidefundamentals.com www.Heifer.org</p> <p>Graphic Organizers: http://www.edhelper.com/teachers/graphic_organizers.htm</p> <p>www.readworks.org www.readingrockets.org www.readwritethink.org</p> <p>Scholastic Storyworks</p>

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<ul style="list-style-type: none">• <u>Amazing Grace</u>• <u>The Paper Bag Princess</u>• <u>Beatrice's Goat</u> by Page McBrier• Mentor texts from Cynthia Rylant writing unit <p>-Language Arts Addendum <i>-Daybook</i> by Great Source <i>-CROSSWALK Coach</i> <i>-Writer's Express</i> -Student Work <i>-Making Meaning</i></p>	
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Interdisciplinary Connections

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| <ul style="list-style-type: none">-Responsive classroom: Beginning of year themes (e.g., hard work, diligence, accepting of others, respect)-Social studies connections (Heifer International)-Possible collaboration with art and library media specialist |
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Grade Four English Language Arts
Unit 2 Reading

Subject(s)	Reading Language Arts
Unit of Study	Unit 2: Using Structure to Link Ideas with Information in Text (Correlates with Unit 2 Writing – Supporting Ideas with Information)
Pacing	34 days (30 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

Reading

CCR.4.R.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

CCR.4.SL.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.

Foundational Skills

CCR.4.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.4.R.I.1 REFER to details and examples in a text when explaining what the text says explicitly and when DRAWING inferences from the text.

CCR.4.R.I.5 DESCRIBE the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCR.4.R.I.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.

CCR.4.L.3.c DIFFERENTIATE between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CCR.4.SL.1.d REVIEW the key ideas expressed and EXPLAIN their own ideas and understanding in light of the discussion.

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Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.5 <ul style="list-style-type: none"> • Signal Words • Text structure/patterns (e.g., chronology, comparison, cause/effect, problem/solution) 	RI.5 DETERMINE (overall structure) ANALYZE (text structure) DESCRIBE (overall structure of events, ideas, concepts and information)	4 4 1
RI.7 <ul style="list-style-type: none"> • Graphics/illustrations (e.g., charts, diagrams, timelines, animations , interactive elements on Web pages, audio, video) • Kinds of contributions (e.g., clarifies, illustrates, opposes) • Media formats (e.g., visual, oral quantitative) 	RI.7 INTEGRATE (information from graphics and illustrations with words from the text) INTERPRET (information presented orally, visually, or quantitatively) EXPLAIN (how the information contributes/connects to understanding of text)	4 2 2

Essential Questions	Corresponding Big Ideas
1. How do I use text features to locate relevant information? 2. How do I use details and illustrations in informational text to help me to better understand?	1. Authors of informational text use various structures to share information. 2. Effective readers analyze and evaluate content, reasoning and claims in diverse formats.

Standardized Assessment Correlations
(State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

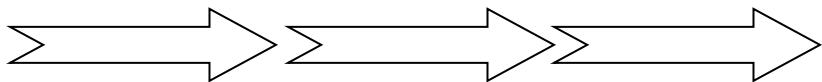
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Learning Activities	
Focus of Unit (Informational Text)	Teacher Notes
<p>Note: RI.5 and RI.7 overlap as RI.5 focuses on understanding the features and patterns of text structure in informational text while RI.7 requires students to use that knowledge to help them understand what is heard, viewed and presented through various media formats as they make meaning of text.</p> <p>Activities</p> <p>Notes:</p> <ul style="list-style-type: none">1. Students will also review text features and learn the structures of informational text during the Non-fiction writing unit.2. The following lessons from <i>CROSSWALK Coach</i> address the following standards and can be imbedded throughout the unit: Lesson 11, pages 108-113 (RI.5) and Lesson 14, pages 128-133 (RI.7)3. Teachers should incorporate technology into their instruction. Students should explore kid-friendly websites to learn how to navigate through information on the site, using features such as menus, icons, sidebars, links, key words. <ul style="list-style-type: none">• Students will make inferences to understand and describe the overall structure of events, ideas, concepts or information in text or part of a text.<ul style="list-style-type: none">○ Review with students that text features are part of text structure that helps the reader access information more quickly and the see relationship among ideas in the text. Emphasize that Surface Features (i.e., headings, table of contents, maps, labels, bold print) are easy to see are part of the overall structure of a text.○ As a pre-assessment to the unit, students will work in pairs or in small groups to record what they know about text structures. Follow up with a discussion based on students' understanding.○ Throughout the unit, discuss the importance of signal words associated with different text structures (e.g., <i>How do these words help us understand the structure of the text? What are</i>	

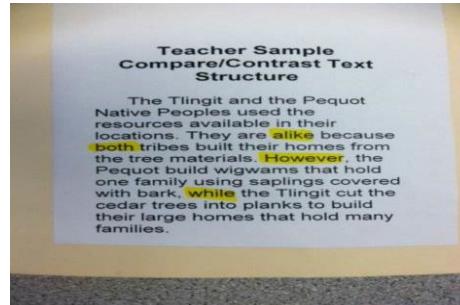
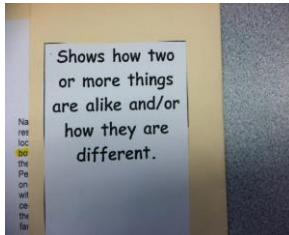
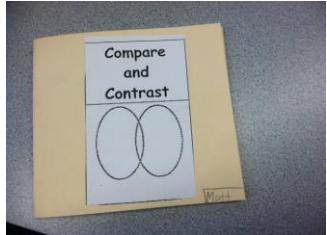
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some signal words you can find in _____ structures?). Purposefully model how to use the different text structures (i.e., cause and effect, compare and contrast, sequence) to support meaning across the pages and pull together important information. Use the appropriate graphic organizer to best support the structure of the text. See sample below:

Cause and Effect Sample:



Students may also create a text structure flipbook to be used as a resource (see sample):



- Follow *Making Meaning* lesson:
 - Unit 7, Week 2, Days 1-4, pages 382-402 focusing on exploring the organization of functional texts.

Note: Teachers can also select from the following lessons throughout the unit based on student needs:

- Unit 6, Week 3, Days 1-4, pages 318-339 focusing on using schema, or background knowledge, to articulate what they know about a topic before reading. Students will make inferences to understand causal relationships.
- Unit 7, Week 3, Days 1-4, pages 404-429 focusing on reading expository texts.

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| | <ul style="list-style-type: none">➤ Unit 7, Week 4, Days 1-4, pages focusing on learning how authors organize information in chronological order and comparisons.○ Continue to model provide opportunities for students to conduct close readings of both print and online materials focusing on how the author organizes the information in a section of a text as well as a whole text. Students can use graphic organizers to support learning.
Note: When using online material, model for students how to use features such as sidebars, menus and icons to help them move through the material.○ Possible independent practice/ways to assess student understanding. Teacher created rubric can be used to assess understanding, and should be provided to students prior to the task in order to clarify expectations for students:<ul style="list-style-type: none">➤ Students can read a variety of short articles and match the text to the appropriate text structure justifying their responses using information from the articles.<ul style="list-style-type: none">▪ <i>For chronological order: Students will be given cut up text out of chronological order and will need to rearrange text and add student-generated signal words to complete the text.</i>▪ <i>For compare and contrast: Students will explore text that is written as a comparison and will identify similarities and differences between two of the topics compared in the book using a graphic organizer (e.g., Venn-diagram, T-chart) highlighting or underlining signal words (e.g., different from, although, on the other hand, similar to, alike, same as, not only, as well as, both, as opposed to, more than, on the contrary).</i>▪ <i>For problem and solution: Student will read short text that is written as a problem/solution (e.g., an environmental issue explored with possible solutions, world issues such as hunger, violence, women's rights, and relevant issues such as bullying) and will explain how problem/solution is different from cause/effect (problem/solution always has a solution or possible solution; cause/effect does not) as well as when an author would use problem/solution structure.</i>➤ Provide students with a text and structure and have them work together to match the correct text structure.➤ Students read a text together in small groups to identify the text structure. Students then note the features and signal words that helped them figure out the text | |
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- structure.
- Provide students with text and have them create their own graphic organizer appropriate to the text structure and then complete using information from that text. Students should then share their work explaining why they chose that organizer.
 - Students can read a social studies or science related article and describe how the text is organized. They will evaluate if this was the best format for organizing the information (i.e., chronology, comparison). Students may then suggest an alternative structure and why that structure might be a better way to present the information.
Note: Students may also be asked to defend their text structure choice and tell why they selected it.
 - Students can work as a group to decide the organization of structure of a text, and can then create a group collage that shows the overall structure including information from the text (or students may create their own graphic organizer).
- Students will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, or time lines) and explain how the information contributes to an understanding of the text in which it appears.
 - Use different images from informational texts and discuss what the images tell us and help us to better understand in text (i.e., Timeline and why it is important). Explain that graphics are tools that help readers better understand a text, and may even provide information that is not in a text (e.g., *Some graphics may help readers determine the most important parts of text. We should pay close attention to the graphics in text, because the author thought the information was so important it needed to look different from the rest of the text.*). Model highlighting strategies to show the language that informs and connects to the illustrations.
Discussion/journal prompts:
 - *What does _____ (the graphic) tell you about?*
 - *Explain how the _____ (visual) connects with what the author is saying.*
 - *How would this _____ (graphic) help you to better understand what you are learning about? What additional graphic may have been used to help you understand the text?*

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Create a chart that can be used throughout the unit/school year. See example:

Type of Graphic/Image	What It Is and Purpose	Example
Chart	A graphic that uses columns and rows to organize information.	
Heading	A heading is usually bolded to tell the reader what the information is about.	
Diagram	A drawing with labels to show parts of things or how certain things work.	
Timeline	A representation of key events arranged chronologically.	

- Follow *Making Meaning*,
 - Unit 2, Week 2, Days 1-4, pages 52-73 focusing on analyzing text features. Students will use the heading to make predictions about the text and will examine and discuss a comparison chart.
 - Unit 2, Week 3, Days 1-4, pages 74-90 focusing on using text features to examine the purpose of a timeline.
- Provide opportunities for students to independently read informational texts (including content related materials and online material) where they record and discuss text features as well as text structures (e.g. book talk, turn and talk, journals). Students will discuss the interpretation of information and how those support aide in comprehension. See example:

Book Title: _____	Author: _____	
Text Feature/Structure (Explain or draw)	This helps me understand...	The author used this kind of text feature/structure because....

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| <ul style="list-style-type: none">○ Possible ways to assess student understanding using a teacher created rubric that is presented to students prior to task to clarify student expectations:<ul style="list-style-type: none">➤ Using a student-friendly website that has various graphics and visual representations pertaining to one topic, students create questions which could be answered by reading those graphics and visuals. Students may exchange questions. | |
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Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Vocabulary

Cause/Effect- the relationships between two events in which one event causes another event to happen

Chart- a graphic representation of data and information

Chronology- an arrangement in order according to time that events happen

Compare- to examine in order to note similarities and differences

Concept- a general notion or idea

Discussion- a conversation or exchange of views

Diverse format- the arrangement of information in various forms, including visual, quantitative and oral

Diverse media- a variety of forms used to communicate information

Evidence- something that shows, proves, or gives reasons for making a judgment

Explicit- so clear in statement that there is no doubt about the meaning

Format- the organization or arrangement of something

Icons- a small picture on the computer screen that represents an object or function

Inference- a conclusion drawn from prior knowledge and evidence or clues

Internal structures- how the text is organized and supports student meaning across the pages of a text and pulling all information together.

Sidebar- displays a list of choices and usually appears in a column to the left or right of the text

Surface features- features that are easy to see and are used to allow readers to find information quickly and efficiently

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Assessment	Performance Task
<u>Formal</u> -DRA -MAP	TBD
<u>Informal</u> -Teacher Observation -Anecdotal Notes -Rubrics -Student Work from Learning Activities and Teacher Assigned Tasks and Rubrics (Optional End of Unit Reading Assessment)	

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<u>Instructional</u> -Leveled Informational Text -Anchor Texts: <ul style="list-style-type: none"> • <u>Coming to America</u> by Betsy Maestro from <i>Making Meaning</i> • “How to Make Oobleck” from <i>Making Meaning</i> (page 393) • “Simon’s Sandwich Shop” from <i>Making Meaning</i> (page 394) • “Tying the Score: Me, Women, and Basketball” from <i>Making Meaning</i> (pages 62-63) • “City of Lawrence Street Map” from <i>Making Meaning</i> 	Successmaker www.schoolwidefundamentals.com www.walterwick.com www.jeancraigheadgeorge.com Student Friendly Web-sites to explore surface features Resources from <i>Making Meaning</i> : NASA for Students: www.nasa.gov/audience/forstudents

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<p>(page 399)</p> <ul style="list-style-type: none">• "Food for Thought: Cafeteria Menus Shape Up" from <i>Making Meaning</i> (pages 72-73)• <u>Farm Workers Unite: The Great Grape Boycott</u> from <i>Making Meaning</i>• <u>My Librarian is a Camel: How Books Are Brought to Children Around the World</u> by Margriet Ruurs <p>-Additional Text Suggestions</p> <ul style="list-style-type: none">• "A Longer Look: Interview with Dylí" in <u>The Colors of Freedom</u> by Janet Bode• <u>The Real McCoy</u> by Wendy Towle• <u>Japanese American Internment Camp</u> by Gail Sakurai• <u>Arriving at Ellis Island</u> by Dale Anderson• Additional functional texts from <i>Making Meaning: Student Response Book</i> (pages 42-43)• Mentor Texts from <i>Fundamentals of Writing: Non-Fiction</i>• Short Articles from: National Geographic, Newspaper, Cobblestone Magazine <p>-Language Arts Addendum</p> <p>-CROSSWALK Coach</p> <p>-Writer's Express</p> <p>-Making Meaning</p> <p>Teacher</p> <p>-Supporting Materials for Unit</p> <p>-<i>Fundamentals of Writing Non-Fiction</i> Unit</p> <p>-Student Assessment</p> <p>-Language Arts Addendum</p> <p>-Thinking Verbs List (Revised Bloom)</p> <p>-<i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p>-CRISS Manual</p>	<p>www.readwritethink.org (Text Structure lessons)</p> <p>Scholastic Storyworks</p>
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| <ul style="list-style-type: none">-<i>Constructing Meaning</i> by Nancy Boyles-<i>Writer's Express</i>-<i>CROSSWALK Coach</i>-<i>Making Meaning</i> | |
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Interdisciplinary Connections

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| <ul style="list-style-type: none">-Link to content areas-Collaboration with Library Media Specialist |
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**Grade 4 English Language Arts
Unit 3 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Unit 3: Using informational Text to Explore and Support Ideas (Correlates with Unit Writing Unit 3)
Pacing	34 days (30 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

Reading

CCR.4.RL.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

CCR.4.SL.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.

Foundational Skills

CCR.4.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.4.R.I.2 DETERMINE the main idea of a text and EXPLAIN how it is supported by key details; SUMMARIZE the text.

CCR.4.R.I.3 EXPLAIN events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCR.4.R.I.9 INTEGRATE information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCR.4.SL.2 PARAPHRASE portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.4.SL.3 IDENTIFY the reasons and evidence a speaker provides to support particular points.

CCR.4.W.9b 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").

Grade 4 English Language Arts
Unit 3 Reading

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.2 <ul style="list-style-type: none"> • Main idea • Key details • Informational text features and/or text structures which help suggest main idea • Characteristics of an effective summary for informational text • How to summarize 	RI.2 DETERMINE (main idea) EXPLAIN (how main idea is supported by key details) SUMMARIZE (text)	4 2 2
RI.3 <ul style="list-style-type: none"> • Key ideas/concepts, events, steps in technical text • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Text Structure in informational texts (e.g., time, sequence, cause/effects, steps) • Transition/linking words that signal explanation (e.g., <i>because, then, as a consequence, in contrast</i>) 	RI.3 EXPLAIN (events, procedures, ideas or concepts, including what happened and why, based on specific information in the text)	2
RI.9 <ul style="list-style-type: none"> • Compare/Contrast • Most important points verses least important points • Key/supporting details • Purpose for gathering information • Methods to manage and organize selected information (e.g., graphic organizers, 	RI.9 USE (method for managing and organizing selected information) INTEGRATE (information from two texts on same topic in order to write or speak about the subject knowledgeably)	3 4

Grade 4 English Language Arts Unit 3 Reading

electronic notes) • How to integrate information		
SL.2 • How to paraphrase • Diverse media and formats (e.g., visual, quantitative, oral)	SL.2 PARAPHRASE (portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally)	2
SL.3 • Important points	SL.3 IDENTIFY (the reasons and evidence a speaker provides to support particular points)	1

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. How do I write an effective summary?2. What strategies do I use to help integrate information in order for me to speak and write about a subject knowledgeably?3. What makes collaboration meaningful?	<ol style="list-style-type: none">1. Good readers use key details in an informational text to identify main idea.2. Good readers make meaning of informational texts by integrating informational texts in order to present it for a specific purpose.3. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

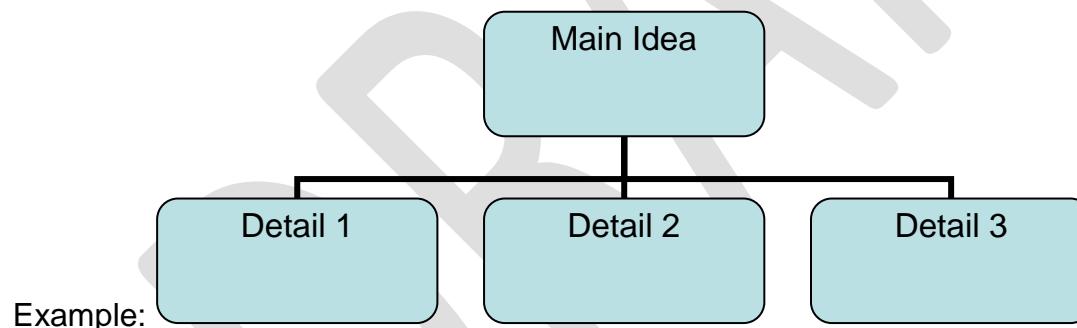
Grade 4 English Language Arts
Unit 3 Reading

Learning Activities	
Focus of Unit (Informational Text including Science, Social Studies and Technical Texts)	Teacher Notes
<p>Focus of Unit (Informational Text including Science, Social Studies and Technical Texts)</p> <ul style="list-style-type: none">• Determining main ideas and supporting details; summarizing• Understanding concepts and ideas in different types of informational text• Integrating information from two texts on same topic• Using textual evidence• Paraphrasing text read aloud or information presented in diverse media <p>Activities (Linked to Writing Unit: Feature Article)</p> <p>Notes:</p> <ol style="list-style-type: none">1. Throughout the unit, provide modeling and opportunities to practice paraphrasing information presented in a variety of formats (e.g. morning meeting, whole class reading, content area reading, read-aloud, student presentations, video presentations, web page content).<ul style="list-style-type: none">▪ <i>What did ____ just say in your own words?</i>▪ <i>Can you add something to what ____ just said?</i>▪ <i>Can you explain what we learned from this ____ in your own words?</i>2. The following lessons from <i>CROSSWALK Coach</i> address the following standards and can be imbedded throughout the unit:<ul style="list-style-type: none">➢ Lesson 8, pages 88-93 (RI.2)➢ Lesson 9, pages 94-99 (RI.3)➢ Lesson 15, pages 134-141 (RI.9)• Students will determine the main idea and key supporting details to help them summarize informational text (e.g. science, social studies, and technical texts).<ul style="list-style-type: none">○ Immerse students in non-fiction texts with a variety of structures and features. Discuss how text structures and features can help us to determine the main idea and important supporting details (e.g., titles, headings, subtitles, bold words are clues to important information). Model and think aloud while reading a short piece of informational text.<ul style="list-style-type: none">▪ <i>What point does the writer focus on most?</i>	

Grade 4 English Language Arts Unit 3 Reading

- Are any points repeated?
- Are any points stressed with strong language?
- Does one sentence tell you what the rest of the selection is about, or do you infer it by reading the entire selection?
- How is the text organized? Does this help you determine what is important? (e.g. compare/contrast, sequence)
- Follow *Making Meaning*, Unit 8,
 - Week 1, Days 1-4, pages 446-466 and Week 2, Days 1-4, pages 468-483 focusing on inferring and thinking about important and supporting ideas in text.
 - Week 3, Days 1-4, pages 484-504 and Week 4, Days 1-4, pages 506-524 focusing on using important ideas to build summaries.

Note: Record main ideas and supporting details during reading using graphic organizers (e.g., see below).



- Continue to provide opportunities for students to read unfamiliar informational text in small groups and independently focusing on identifying main ideas and supporting details. See *Daybook Student Copy*, Unit 3, Lessons 1-6, pages 65-118 focusing on determining importance of ideas in text as well as *Making Meaning*, Unit 8, Week 5, Days 1-4, pages 525-538 focusing on independent reading and writing summaries that include main idea and supporting details. Possible Discussion/Journal Entries:

Grade 4 English Language Arts Unit 3 Reading

- What is the main idea of the article? Which key details in the article support the main idea?
- What is the main idea of the article? Explain how the key details in each paragraph support this main idea.
- Summarize the information in the article.
- Write a brief summary of the passage in your own words.

Note: Explain to students that a summary includes only the main idea and important supporting details of an informational text in your own words (paraphrase). Model how to turn main idea/supporting detail organizer into an oral or written summary, discussing the characteristics of an effective summary (e.g. key vocabulary from text, paraphrasing, only the important information). Provide multiple opportunities to practice writing/orating summaries using previously generated main idea/detail organizers.

Optional: Students can *listen* to informational passages and record details to help write summaries (e.g., video, audio or web-based).

- Students will utilize the structure of text, and the appropriate details to explain events, procedures, ideas, or concepts (e.g., to follow directions, to perform procedures, to solve problems) and will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (**Note:** This will be integrated with Writing Unit 3: Feature Article: How to Choose A Topic, Research a Topic and Write About It.)
 - Review the purpose of each type of text. Using science, social studies and technical texts, including other media formats, discuss text information. Generate and answer questions about the text (e.g., what happened and why, events, procedures, etc.)
 - *What caused _____ to _____ ?*
 - *Where in the text or video did you find that information?*
 - *How did the structure of the text help you to answer the question?*
 - Model and provide opportunities for students to conduct close readings of two different informational articles. Focus on how to use note-taking strategies to gather important events, procedures, ideas or concepts, focusing on the importance of sequencing and

Grade 4 English Language Arts Unit 3 Reading

chronological order (e.g., Draw a flow chart to show _____ and then record the steps and explanations for each. Explain how the dates in the passage help you to understand _____.) Lead class discussion to examine how those articles/passages are alike and how they are different:

- *Which information is the same in both texts?*
- *What differs in the information presented in both texts?*
- *What kind of information does the first passage/article provide?*
- *What is one difference between the passages/articles?*
- *How are both passages/articles alike?*

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Think-Pair Share
- Turn and Talk

Vocabulary

Audience- the person or group for whom a selection is written or performed

Collaborative discussion- to engage in a meaningful conversation with others

Compare- to examine in order to note similarities and differences; to consider or describe as similar

Concept- a general idea

Contrast- to compare two persons or things to show the difference between them

Discussion- a conversation or exchange of views

Diverse media- a variety of forms used to communicate information

Event- a happening in a story, book or play

Formal English- language spoken according to the rules of English

Historical text- a selection containing text based on history

Idea- a thought or a plan carefully formed in the mind

Grade 4 English Language Arts Unit 3 Reading

Interaction- the action or influence of people, groups or things on one another

Key detail- the single most important part of a whole or a thought

Main idea- the most important thought or message in a story

Paraphrase- to retell or restate in one's own words

Procedure- a method of doing something, often by a series of steps

Purpose- an intended or desired result

Relationship- a connection or an association between two or more things

Scientific text- text that is factual and information-oriented

Summary- a shortened version of something that has been said or written, containing only the main points

Supporting detail- information that tells more about an idea

Technical text- text that relates to a specialized subject or field; contains little or no figurative language

Text feature- an element that stands out from other parts of text to help the reader understand

Topic- the main thought or subject of written work

Transition words- a word that connects one idea to another

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none">-DRA-Rubric for Formal Presentation-Curriculum Related Projects <p>Informal</p> <ul style="list-style-type: none">-Running Records-Teacher Observation-Anecdotal Notes-Rubrics/Checklists-Student Work from Unit Activities	<p>TBD</p> <p>Read the two articles titled _____ and _____. Use note taking strategies to Identify the main idea and supporting details for each. Then compare and contrast the information presented in each article and write about how they are similar and how they are different. Finally read an additional article about _____ and discuss the pros and cons of _____.</p>

**Grade 4 English Language Arts
Unit 3 Reading**

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p>Instructional</p> <p>-Informational Text including Science, Social Studies and Technical Texts</p> <p>-Leveled Informational texts</p> <p>-Anchor Text:</p> <ul style="list-style-type: none">• <u>Flight</u> by Robert Burleigh from <i>Making Meaning</i>• <u>A Picture Book of Amelia Earhart</u> by David A. Adler from <i>Making Meaning</i>• <u>A Picture Book of Rosa Parks</u> by David A. Adler from <i>Making Meaning</i>• <u>In My Own Backyard</u> by Judi Kurjian from <i>Making Meaning</i>• <i>Daybook</i> Student Copy Unit 3 by Great Source <p>-Additional Text Suggestions:</p> <ul style="list-style-type: none">• <u>Come Back, Salmon</u> by Molly Cone• <u>Seeker of Knowledge</u> by James Rumford• <u>A Picture Book of Jackie Robinson</u> by David A. Adler• <u>A Boy Called Slow</u> by Joseph Bruchac• National Geographic Pathfinder and Pioneer Magazine (Includes Interactive Whiteboard lessons) <p>-Student Work</p>	Successmaker www.schoolwidefundamentals.com www.readwritethink.org

**Grade 4 English Language Arts
Unit 3 Reading**

- Language Arts Addendum
- Student Assessment Data
- CROSSWALK Coach
- Writer's Express
- Making Meaning

Teacher

- Supporting Materials for Unit
 - Student Assessment Data
 - Language Arts Addendum
 - Thinking Verbs List (Blooms)
 - Guided Reading and Writing by Fountas and Pinnell
 - Word Matters by Fountas and Pinnell
 - That's A Great Answer* by Nancy Boyles
 - Teaching Written Response to Text* by Nancy Boyles
 - Constructing Meaning* by Nancy Boyles
 - CROSSWALK Coach
 - Writer's Express
 - *Daybook of Critical Reading and Writing* by Great Source
- Unit 3

Interdisciplinary Connections

**Grade Four English Language Arts
Unit 4 Reading**

Subject(s)	Reading Language Arts
Unit of Study	Unit 4: Examining Language and Narration in Fiction (Correlates with Unit 4 Writing)
Pacing	29 days (25 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.4.R.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.SL.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.

CCR.4.R.F.4 READ with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.4.R.L.4 DETERMINE the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCR.4.R.L.6 COMPARE and CONTRAST the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCR.4.R.L.9 COMPARE and CONTRAST the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCR.4.L.5.b RECOGNIZE and EXPLAIN the meaning of common idioms, adages, and proverbs.

CCR.4.L.5.c DEMONSTRATE understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Grade Four English Language Arts
Unit 4 Reading

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.4 <ul style="list-style-type: none"> Context clues Literal meaning Figurative language (e.g., simile, metaphor, personification) Words and phrases that reference well-known characters or stories (e.g., mythology, fairy tales, fables, legends) 	RL.4 USE (context clues) INTERPRET (figurative language) DETERMINE (the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).)	3 2 4
RL.6 <ul style="list-style-type: none"> Compare Contrast Point of view (first-person and third-person) Narrator/speaker Differences between first-person and third-person point of view 	RL.6 IDENTIFY (point of view) DIFFERENTIATE (between first-person and third-person point of view) COMPARE/CONTRAST (the point of view from which different stories are narrated, including the difference between first- and third-person narrations.)	1 4 2
RL.9 <ul style="list-style-type: none"> Topics Themes Features of various genres (e.g., multicultural literature, stories, myths) Author's Purpose Text to text connections Pattern of Events (e.g., the quest, problem/solution, cause/effect, explanation of a natural phenomenon) 	RL.9 COMPARE/CONTRAST (the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.)	2

Grade Four English Language Arts
Unit 4 Reading

<p>L.5c</p> <ul style="list-style-type: none"> • Antonyms • Synonyms 	<p>L.5c</p> <p>DEMONSTRATE (understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>2</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. Why do authors use different language choices in their writing? 2. How does knowing point of view help you as a reader? 3. What do I need to know to compare and contrast texts to better understand theme and topics? 	<ol style="list-style-type: none"> 1. Good readers seek meaning of unknown words and phrases to deepen their understanding. 2. An author's purpose for writing a piece of text affects the choices he/she makes in constructing the text including the point of view selected. 3. Authors' approaches to themes and topics are influenced by their own perspectives.

Standardized Assessment Correlations (State, College and Career)	
<p>Expectations for Learning (in development)</p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>	

Learning Activities	
<p>Focus of Unit (stories, myths and traditional literature)</p> <ul style="list-style-type: none"> ○ Determining words and phrases including those found in mythology (e.g., Herculean) ○ Comparing and Contrasting first-person and third-person point of view ○ Comparing themes, topics and pattern of events ○ Understanding synonyms and antonyms 	<p>Teacher Notes</p>

Grade Four English Language Arts
Unit 4 Reading

Activities

Notes:

1. Throughout the unit, focus on understanding words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings). Discuss words in relation to their Greek and Latin roots as applicable.
2. The following lesson from *CROSSWALK Coach* addresses the following standards and can be imbedded throughout the unit:
 - Lesson 32, pages 266-271 (L.5c)
 - Students will determine the meaning of words and phrases, including figurative language derived from traditional literature, including those that allude to significant characters in **mythology** (e.g., Hercules), identify point of view and will compare themes, topics and patterns of events.
 - Lead a class discussion and build background knowledge about myths and traditional stories (e.g., *What do you already know about a myth? How are myths similar and/or different from other genres that you have read? What is the purpose in reading a myth?*) Read and examine some examples of common myths and other examples of traditional literature. During reading, model and draw connections between modern-day phrases and phrases in traditional literature. Follow *CROSSWALK Coach*, Lesson 34, pages 278-283. Lead discussions around ways authors use figurative language including metaphor, simile, personification, idiom, adage, proverb, and why authors use them (e.g., *What does it mean to have the Midas touch? Why do you think the author would reference "Herculean" in a story? How do you think this reference would help the reader understand the character in the story?*)

Traditional... Allusion	Modern... Meaning
Pandora's Box (descriptive phrase of events to follow)	A tempting opportunity that could be disastrous: “Opening a can of worms”
Herculean effort (adjective)	Gigantic effort
Achilles heel	Someone’s Area of Weakness
Midas Touch	Good Luck, What He or She Touched Will Turn Out Well
Nike (Goddess of victory)	Successful athlete

Grade Four English Language Arts
Unit 4 Reading

- As an introductory lesson, follow *CROSSWALK Coach*, Lesson 4, pages 40-47 focusing on discussing **key words** that signal first person point of view (e.g. I, we, us) versus third person point of view (e.g. he, she, it, they) to build understanding during reading. Create a class chart to show the differences in Points of View. Discuss how point of view can help readers better understand the thoughts and feelings of characters in a story.

First-Person	Third-Person Limited	Third-Person Omniscient
Told by one character in the story	Told by narrator outside of the story	Told by narrator outside of the story
Narrator is <i>I, me, we, us</i>	Narrator uses <i>he, she, it, they and them</i>	Narrator uses <i>he, she, it, they and them</i>
Narrator relates personal view	Narrator knows thoughts and feelings of single character	Narrator knows thoughts and feelings of all characters

Note: Point of view should be distinguished from perspective. Point of view in this unit is referring to first and third person. Perspective could be either first or third point of view, but told by different characters or narrators.

- Continue to conduct close readings to model and discuss the characters, setting and plot as well the points of view within the text (e.g., Who is telling the story and how do you know?) During reading, focus on connecting the text with the illustrations (e.g., How do the illustrations on this page help you to better understand how ___ is feeling at this point in the story.) Stop frequently during reading to make inferences and to synthesize what has been read so far. Lead class discussions on how the overall plot leads to the themes within the text. After reading, discuss the purpose of the myth or story in relationship to helping people better understand. **Note:** During reading, model how to use context clues to help determine unknown words and phrases. Students can paraphrase their meanings and can record examples of idioms, adages and proverbs using words and pictures to demonstrate understanding of their meanings.
- Review and discuss two texts already read. Use a Venn-diagram or other graphic organizer to chart the similarities and differences in each text focusing on the overall plot, theme and structure in the two texts. Note how the theme is expressed (e.g., *What are the main events? How are the events similar or different? Is the theme stated or implied? Do you have to infer it? Did you figure out the theme early or late in the story? Is this theme relevant to more than one audience (in the past and today, to older children and*

Grade Four English Language Arts Unit 4 Reading

- younger children)? How is/are the theme/the events portrayed differently in a myth versus a ___?)*
- Continue to provide opportunities for students to conduct close readings of myths and traditional stories. **Note:** Provide examples of different texts that have similar themes, topics or patterns of events. Students can record and discuss the plots as well as comparing the overall themes represented in each text. Possible discussion/journal entries:
 - How does each version of the story end? How are they different? How are they the same?
 - _____ (text title) and _____ (text title) have similar themes. How are the authors' treatments of that theme alike and different? Which author is more effective in relaying this theme? Why? Use examples from both texts to support your answer.
 - Both _____ (text title) and _____ (text title) are quest tales. How are patterns of events alike or different? Which text is more interesting? Why?
 - After reading _____ (text title) and _____ (text title), describe how the two passages are MOST different from each other. Use information from each passage to explain your answer.

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Think-Pair-Share
- Book Talks

Vocabulary

Adage- a statement that expresses some kind of truth about the human nature, or how people behave

Allude- suggest or call attention to indirectly

Allusion- a reference to a person or event from literature or mythology

Grade Four English Language Arts
Unit 4 Reading

Antonym- a word having the opposite meaning

Compare- to examine in order to note similarities and differences; to consider or describe as similar

Contrast- to compare two persons or things to show the difference between them

Figurative language- a way of creating interesting images with words by using language that has a deeper meaning than what the actual word says

First-person point of view- the narrator is a character in the story using words like *I* and *we*

Idiom- phrase whose meaning is different from the individual words that make it up

Literal meaning- the simplest meaning of a word, statement or text

Myth- a story passed down from generations that tries to explain things in nature

Phenomenon- an unusual and significant account

Point of view- the perspective, or view, from which the narrator tells the story

Proverb- a saying that offers advice or instruction about how to live your life

Quest- a search or pursuit made in order to find or obtain something

Synonym- a word having the same or almost the same meaning as another word

Theme- most important ideas of a written selection (author's message/s)

Third-person point of view- the narrator tells the story without actually being in it and uses words like *he, she, it, they*

Third-person limited- the point of view expressed by a narrator who knows only the thoughts and feelings of a single character

Third-person omniscient point of view- the point of view expressed by the narrator who knows all of the characters' thoughts and feelings

Topic- the main thought or subject of written work

Assessment	Performance Task
Formal -DRA -Rubric -Curriculum Related Projects	TBD <i>Students will read a myth and a graphic novel and will take notes to help them identify the overall story elements within each text. Students will then use their notes to help them write about the similarities and differences between both text, specifically comparing the themes.</i>

**Grade Four English Language Arts
Unit 4 Reading**

Informal

- Running Records
- Teacher Observation
- Anecdotal Note
- Student Work from Unit Activities
- Rubrics/Checklists

Instructional Strategies

- CRISS Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none">-Fiction Texts including Myths-Leveled Texts Including Myths-Anchor Text:<ul style="list-style-type: none">• <u>The Rough-Faced Girl</u> by Rafe Martin (L540)• <u>Aesop's Fables</u> by Jerry Pinkney• <u>Mount Olympus Basketball</u> by Kevin O'Malley-Additional Text Suggestions:<ul style="list-style-type: none">• Graphic Universe: Graphic Myths and Legends Series• <u>Anna Maria's Moccassins</u> from Book Treks (low level, use for figurative language)• <u>Z is for Zeus</u> by Helen L. Wilbur• Reading A-Z <u>Caribou Man</u>, <u>Buffalo Hunt</u>, <u>How Gooslop Stole Summer</u>• <u>The Ice Man, A Cherokee Tale</u> by MariJo Moore• <u>Annie and the Old One</u> by Mishka Miles	<p>Successmaker</p> <p>www.mythologyteacher.com</p>

Grade Four English Language Arts Unit 4 Reading

- Hawk: I am Your Brother by Byrd Baylor
- Legend of the Blue Bonnett by Tomie DePaola
- Legend of the Indian Paintbrush by Tomie DePaola
- Legends of the World series

-Student Work
-Language Arts Addendum
-Student Assessment Data
-CROSSWALK Coach

Teacher

-Supporting Materials for Unit
-Student Assessment Data
-Language Arts Addendum
-Thinking Verbs List (Blooms)
-Guided Reading and Writing by Fountas and Pinnell
-Word Matters by Fountas and Pinnell
-*That's A Great Answer* by Nancy Boyles
-*Teaching Written Response to Text* by Nancy Boyles
-*Constructing Meaning* by Nancy Boyles
-Writer's Express
-CROSSWALK Coach

Interdisciplinary Connections

Grade 4 English Language Arts
Unit 5 Reading

Subject(s)	Reading Language Arts
Unit of Study	Unit 5: A Closer Look at Story Elements and Structure in Multiple Genres (Correlates with Unit 5 Writing – Performance, Poetry, and Drama)
Pacing	24 days (20 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

Reading

CCR.4.R.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

CCR.4.SL.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.

Foundational Skills

CCR.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

Priority and Supporting CCSS

CCR.4.R.L.1 REFER to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCR.4.R.L.3 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).

CCR.4.R.L.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.

CCR.4.R.L.7 MAKE connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCR.4.R.L.5.a EXPLAIN the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Grade 4 English Language Arts
Unit 5 Reading

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RL.3 <ul style="list-style-type: none"> • Story Elements (e.g., Characters, Setting and Events) • Key details (e.g., a character's thoughts, words, or actions) • Drama Elements (e.g., scenes, dialogue, stage directions) 	RL.3 DESCRIBE (in depth a character, setting, or event in a story or drama, drawing on specific details in the text)	1, 3
RL.5 <ul style="list-style-type: none"> • Various Text Structures (e.g., paragraph, chapter, section, stanza, scene) • Structural elements of prose (e.g., sentence, paragraph, chapter) • Structural elements of poetry (e.g., verse, rhythm, meter) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text 	RL.5 IDENTIFY (text structures) MAKE (predictions about text based on text structures) EXPLAIN (major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text)	2 2 2
L.5a <ul style="list-style-type: none"> • Similes • Metaphors 	L.5a EXPLAIN the meaning of simple similes and metaphors in context)	2

**Grade 4 English Language Arts
Unit 5 Reading**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. What strategies do good readers use to make sense of key ideas and details that are presented in texts.2. How do I use text structures to help me strengthen my understanding of what I am reading?	<ol style="list-style-type: none">1. Good readers understand the structure of text and use the information to make sense of what they read.2. Good readers understand that the text structure of a literary text varies by genre.

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Grade 4 English Language Arts
Unit 5 Reading

Learning Activities															
<u>Focus of Unit</u> (Stories, Drama and Poems)	<u>Teacher Notes</u>														
<p>Activities</p> <p>Note: The following lessons from <i>CROSSWALK Coach</i> address the following standards and can be imbedded throughout the unit:</p> <ul style="list-style-type: none"> ➤ Lesson 3, pages 34-39 (RL.3) ➤ Lesson 33, pages 272- 277 (L.5a) <ul style="list-style-type: none"> • Students will describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. Students will explain major differences between poems, drama and prose, and will refer to the structural elements of poems and drama when writing or speaking about a text. Note: As students learn the structural elements of each genre, they will be able to connect the structural elements to the details in the text. This is an opportunity to review summarization which was taught in Unit 1. <ul style="list-style-type: none"> ○ Create an anchor chart for the three genres to be used throughout the unit. (Note: Blue print indicates possible examples. This chart is intended to be filled out as the unit progresses.) 															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;"></th><th style="background-color: #cccccc;">Prose</th><th style="background-color: #cccccc;">Poetry</th><th style="background-color: #cccccc;">Drama</th></tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Purpose for this structure</td><td>Tell a story Entertain Teach a lesson</td><td>Paint a picture Create a feeling Tell a story Capture a moment Send a message</td><td>Entertain Inform Reenact history</td></tr> <tr> <td style="background-color: #cccccc;">Key structural elements</td><td>Paragraph form</td><td>Stanza Line Rhythm Rhyme Meter</td><td>Scene/Act Cast of characters (Found in beginning of play) Stage directions (italicized) Setting Dialogue Descriptions</td></tr> </tbody> </table>					Prose	Poetry	Drama	Purpose for this structure	Tell a story Entertain Teach a lesson	Paint a picture Create a feeling Tell a story Capture a moment Send a message	Entertain Inform Reenact history	Key structural elements	Paragraph form	Stanza Line Rhythm Rhyme Meter	Scene/Act Cast of characters (Found in beginning of play) Stage directions (italicized) Setting Dialogue Descriptions
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Key structural elements	Paragraph form	Stanza Line Rhythm Rhyme Meter	Scene/Act Cast of characters (Found in beginning of play) Stage directions (italicized) Setting Dialogue Descriptions												

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Unit 5 Reading

Story elements	Problem/solution Beginning/middle/end	May or may not tell a story	Tells a story through words and actions	
Literary devices	varies	Figurative language Repetition, etc.	varies	
<ul style="list-style-type: none"> ○ Follow <i>Making Meaning</i>, <ul style="list-style-type: none"> ➤ Unit 4, Week 1, Days 1-4, pages 150-167 and Week 2, Days 1-4, pages 168-183 focusing on exploring text structure in narrative texts including character, setting and plot. ➤ Unit 5, Week 2, Days 1-4, pages 238-258 and Week 3, Days 1-4, pages 260-278 focusing on the elements of poetry and making inferences and mental images to understand poetry. ○ Review with students the elements of drama by following <i>CROSSWALK Coach Lesson 5</i>, pages 48-55 for differences between poetry and drama. Add structural elements to class anchor chart, e.g., cast of characters, dialogue, stage settings. Read examples of dramas and continue to lead class discussions on the characters, setting and plot within the drama (e.g., What are the roles of the different characters? How does the author describe the characters? How does the author describe the play's setting? How does the play help us to imagine what is happening in the story?) Discuss important vocabulary as well as why the stage directions are important to follow. ○ Discuss as a whole class and use a graphic organizer (e.g., three circle Venn-diagram) to compare and contrast the structural elements of each. <ul style="list-style-type: none"> ▪ <i>How do they look different?</i> ▪ <i>How does the author use punctuation?</i> ▪ <i>Why do you think the author wrote this piece as a _____?</i> ▪ <i>Do you notice any similarities or differences?</i> ▪ <i>How does the structure help us understand?</i> ▪ <i>Who is the audience for each piece?</i> <p>Write definitions of each genre and provide examples of the structural elements with each. Read examples orally to the class, or in a small group, while the other students name the genre.</p> <ul style="list-style-type: none"> ○ Continue to provide opportunities for students to conduct close readings of prose, 				

Grade 4 English Language Arts Unit 5 Reading

drama and poetry in small groups and independent reading (see Appendix B CCSS Grades 4-5 Poetry as well as additional poetry in the Daybook of Critical Reading and Writing) discussing the structural elements, the characters, setting and events as well as the major differences between the genres reviewed in this unit. Students should practice repeated readings to emphasize overall tone and mood. After reading, students should provide oral and written summaries of each genre. **Note:** See additional discussion and journal prompts in supporting materials.

- *What do you notice about how the author describes things? (discuss simile, metaphor, imagery, strong verbs)*
- *Did you notice repetition of sounds? (alliteration and assonance)*
- *How do these devices contribute to the poem? How do they help the reader understand the theme or message?*
- *What are the roles of the different characters in the drama or play?*
- *How does the author describe the characters in the drama or play?*
- *How does the author describe the setting to the reader?*
- *How do the structural elements of this poem/drama contribute to the meaning?*
- *What characteristics of poetry/drama can you find in this text?*

Recursive Strategies need to be included in all Units of Study. These include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text.

Additional

- Think-Pair-Share and Turn and Talk
- Venn Diagrams
- Book Talks

Vocabulary

Character- a person, thing, or animal in a story, poem, book or play

Character feelings- the emotions or opinions expressed by a character

Character motivation- the cause of a character's actions or feelings

Grade 4 English Language Arts Unit 5 Reading

Character trait- a description of a character, that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings or interactions with other characters

Drama- a written work that tells a story through action or speech and is intended to be acted out

Event- a happening in a story, book or play

Key detail- the single most important part of a whole or thought

Metaphor- a figure of speech that compares one thing to another without the words *like* or *as*

Plot- the actions or events in a story, book or play

Poem- a composition written in verse that often uses rhyme and/or rhythm

Prose- the ordinary form of spoken or written language; not poetry

Scene- a division of an act in a play or drama

Setting- the time and place of a story

Simile- a figure of speech in which two things are compared using *like* or *as*

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none">-DRA-Rubric	<p>TBD</p> <p>Practice repeated readings of poems, emphasizing expression and meter. Look at rhyming patterns, or lack of rhyming patterns, and discuss how this changes the effects of the poem on the reader.</p>
<p>Informal</p> <ul style="list-style-type: none">-Running Records-Teacher Observation-Anecdotal Notes-Rubrics/Checklists-Student Work from Unit Activities	<p>Choose the part of the poem/drama that described the characters or setting, and analyze the author's use of figurative language.</p> <p>Visualize the characters, based on their actions and dialogue, and create an appropriate costume. Create a different ending, or an extension, on an existing drama,</p>

**Grade 4 English Language Arts
Unit 5 Reading**

	<p>Take an event in history (Social Studies connection) and turn it into a drama, including the structural elements.</p> <p>Using three short texts (e.g., prose, poetry and drama) with similar subject matter, and compare the way the author described the setting/ characters, and the way the theme was expressed. Split students into groups. Each group creates a story, poem and a drama, with a common theme and can present to the class. Students can then summarize the differences between the three genres.</p> <p>Turn a poem, story, or drama into another genre (ex: turn a poem into a drama, or a drama into a story) and analyze the way it changes the effect on the reader.</p>
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Instructional Strategies

-CRISS Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p>Instructional</p> <p>-Leveled Texts</p> <p>-Fiction Text (Drama, Poetry, Prose)</p> <p>Anchor Texts:</p> <ul style="list-style-type: none">• <u>Thundercake</u> by Patricia Polacco from <i>Making Meaning</i>• <u>The Princess and the Pizza</u> by Mary Jane and Herm Auch from <i>Making Meaning</i>• <u>Chicken Sunday</u> by Patricia Polacco from <i>Making Meaning</i>• <u>My Man Blue</u> by Nikki Grimes from <i>Making Meaning</i>	<p>www.schoolwidefundamentals.com</p> <p>Drama website for further information on the teaching of drama: http://www.ncca.ie/uploadedfiles/Curriculum/primary_drama_guidelines.pdf</p>

Grade 4 English Language Arts Unit 5 Reading

- Poetry (Grades 4-5) From CCSS Appendix B
- Mentor texts from Poetry writing unit:
 - Baseball, Snakes and Summer Squash by Donald Graves
 - Becoming Joe DiMaggio by Marie Testa
 - Song of the Water Boatman and Other Pond Poems by Joyce Sidman
 - Come With Me: Poems for a Journey by Naomi Shihab Nye
 - Joyful Noise by Paul Fleischman
 - Knock at a Star by X.J. Kennedy
 - Poetry Matters by Ralph Fletcher
 - Reflections on a Gift of Watermelon Pickle...collected by Dunning, Lueders, and Smith
 - Seeing the Blue Between by Paul Janeczko
 - A Writing Kind of Day by Ralph Fletcher
- Theater for Young Audiences edited by Coleman A. Jennings (Drama)

Additional Text Suggestions:

- Akiak by Robert Blake
- The Frog Princess Continued by John Szieszka
- Nim and the War Effort by Milly Lee
- The Bicycle Man by Allan Say
- “Hopscotch” in A Dime a Dozen by Nikki Grimes
- “First Baseball Glove” in Daddy Poems selected by John Micklos, Jr.
- Poems from the *Daybook* by Great Source

-Student Work

-Language Arts Addendum

-Student Assessment Data

-CROSSWALK Coach

-Writer's Express

Poetry websites to Fundamentals of Writing:

- www.myfavoritepoem.org
- www.kristinegeorge.com
- <http://poetry4kids.com/links.html>
- www.ralphfletcher.com

**Grade 4 English Language Arts
Unit 5 Reading**

Teacher

- Supporting Materials for Unit
- Student Assessment Data
- Language Arts Addendum
- Thinking Verbs List (Blooms)
- Guided Reading and Writing by Fountas and Pinnell
- Word Matters by Fountas and Pinnell
- That's A Great Answer* by Nancy Boyles
- Teaching Written Response to Text* by Nancy Boyles
- Constructing Meaning* by Nancy Boyles
- Writer's Express Handbook*
- CROSSWALK Coach*
- Making Meaning*
- Daybook Teacher's Guide

Interdisciplinary Connections

Grade Four English Language Arts
Unit 6 Reading and Writing

Subject(s)	Reading and Writing Language Arts
Unit of Study	Unit 6: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas Note: This unit combines both Reading and Writing *Use Reading and Writing Block as needed.
Pacing	30 days

Overarching Standards (OS)

CCR.4.R.10 By the end of the year, READ and COMPREHEND literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.RI.10 By the end of year, READ and COMPREHEND informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR.4.W.4 PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR.4.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.4.W.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.

CCR.4.W.10 WRITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR.4.SL.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.

CCR.4.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.4.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.4.L.2.a USE correct capitalization.

CCR.4.L.2.d SPELL grade-appropriate words correctly, consulting references as needed.

CCR.4.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

**Grade Four English Language Arts
Unit 6 Reading and Writing**

Priority and Supporting CCSS

CCR.4.R.I.4 DETERMINE the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCR.4.R.I.6 COMPARE and CONTRAST a firsthand and secondhand account of the same event or topic; DESCRIBE the differences in focus and the information provided.

CCR.4.R.I.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.

CCR.4.R.I.8 EXPLAIN how an author uses reasons and evidence to support particular points in a text.

CCR.4.W.2.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.

CCR.4.W.2.b DEVELOP the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCR.4.W.2.c LINK ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCR.4.W.2.e PROVIDE a concluding statement or section related to the information or explanation presented.

CCR.4.W.7 CONDUCT short research projects that build knowledge through investigation of different aspects of a topic.

CCR.4.W.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.

CCR.4.W.9 DRAW evidence from literary or informational texts to support analysis, reflection, and research.

CCR.4.SL.5 ADD audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCR.4.SL.6 DIFFERENTIATE between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); USE formal English when appropriate to task and situation.

CCR.4.L.1.e FORM and USE prepositional phrases.

CCR.4.L.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.

CCR.4.L.4.a USE context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Grade Four English Language Arts
Unit 6 Reading and Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
RI.6 <ul style="list-style-type: none"> Informational text Compare and contrast Firsthand account (primary) of event or topic Secondhand account (secondary) account of an event or topic Author's viewpoint/attitude Author's purpose 	RI.6 COMPARE/CONTRAST (firsthand and secondhand account of the same event or topic) DESCRIBE (the differences in focus and the information provided)	2 1
RI.7 <ul style="list-style-type: none"> How to interpret How to explain Graphics/images/illustrations (e.g., pictures, photographs, diagrams, time line, animations, interactive elements on Web pages, audio, video) Media formats (e.g., visual, oral, quantitative) 	RI.7 INTERPRET (information presented visually, orally, or quantitatively) EXPLAIN (how the information contributes to an understanding of the text in which it appears)	4 2
W.2a <ul style="list-style-type: none"> Topic Related information Formatting (e.g., headings, illustrations, and multimedia) 	W.2a INTRODUCE (a topic clearly) GROUP (related information in paragraphs and sections) INCLUDE (formatting when useful to aiding comprehension)	2 4 3
W.8 <ul style="list-style-type: none"> Relevant information Print and digital sources How to take notes 	W.8 RECALL (relevant information from experiences) GATHER (relevant information from print and	1 2,4

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Unit 6 Reading and Writing

<ul style="list-style-type: none"> • How to list sources <p>L.4a</p> <ul style="list-style-type: none"> • Definitions • Examples • Restatements 	digital sources) TAKE (notes and categorize information) PROVIDE (a list of sources)	3 3,6
	<p>L.4a</p> <p>Use (context as a clue to the meaning of a word or phrase)</p>	3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How do comparing and contrasting firsthand and secondhand accounts of the same event or topic help me as a reader? 2. How do I use illustrations in informational text to help me better understand? 3. What do good researchers do? 	<ol style="list-style-type: none"> 1. Good readers look at first and secondhand accounts of the same event or topic to obtain different information. 2. Good readers use the details and the illustrations in informational text to make meaning. 3. Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Standardized Assessment Correlations (State, College and Career)
Expectations for Learning (in development) This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Grade Four English Language Arts
Unit 6 Reading and Writing

Learning Activities

Focus of Unit (Research should be linked to Science or Social Studies topic)

- Comparing and contrasting firsthand and secondhand accounts of the same event or topic and describing the differences
- Interpreting information presented visually, orally, or quantitatively
- Introducing a topic clearly while grouping related information and using appropriate formatting
- Recalling and gathering information
- Using context clues

Activities

During the beginning of this unit, the activities for reading and writing are now separated. The reading block will be used to focus on the reading standards in addition to the research skills for writing while the writing block will focus on the process of using the writing stages to develop an Informational piece of writing that is in the form of a Feature Article. Teachers may use professional judgment to combine the reading and writing block.

Notes:

1. The following lessons from the *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
 - Lesson 20, pages 180-185 (W.8)
 - Lesson 30, pages 254-259 (L.4a)
2. Because this unit combines reading and writing, teachers will use the *Fundamental of Writing Unit: Feature Article* during the writing workshop part of the day. Students will conduct research on a related content area topic to build knowledge and to publish a clear and coherent feature article in which the development and organization are appropriate to purpose and audience. The focus of the research should be connected to a Science or Social Studies topic. Teachers may use their professional judgment to adjust lessons from the *Feature Article Unit* to accommodate pacing and for differentiated purposes. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of mentor texts Tier II (words that appear frequently across many domains and are found in many complex texts) and Tier III (low frequency technical words that are related to a specific content area) words can be found on pages 4-6 of *Feature Article*. Finally, the Informational/Explanatory rubric found on pages 183-184 can be used to score final products. It is suggested, however, that teachers use the Performance Checklist on pages 117-118 to assess students' research skills.
3. Lessons from the *Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-

Grade Four English Language Arts

Unit 6 Reading and Writing

- lessons can be added when needed.
4. Additional lessons for direct instruction on specific note-taking strategies and how to accurately site sources can be found at the LPS link at the Staff Intranet: Google Search Education.
 5. Throughout the unit, students will use context clues to the meaning of new words or phrases. Model and think aloud strategies for using context and provide opportunities for students to practice figuring out new words in context:
 - *I don't understand what this word means. Maybe the words around it will help me to figure it out.*
 - *What part of speech would make sense? (noun, verb, adjective)*
 - *What word would make sense there?*
 - *Do you see any root words, suffixes or prefixes that you know?*
 - *What is the gist of the sentence/paragraph that the word is in?*
 - *I think the word is a _____ because _____.*
 - *One word that would make sense is _____.*

Word	Part of speech	What I think it means	Why I think this	Synonym	What it really means

- **Extension activity:** Students define unknown words and use those words in original sentences containing context clues. Students exchange sentences; partners determine the meanings of unknown words based on the context clues.

Reading Block

- Students will interpret information presented visually, orally, or quantitatively and will compare and contrast first-hand and second-hand accounts written on the same topic and discuss the differences. **Note:** Students will listen to presentations using multiple text supports (e.g., charts, illustrations, explanations) *throughout* the unit, making connections to topics under study (e.g., Colonization).
 - Follow same format in *Making Meaning*, Unit 2, Week 2, pages. 54-73, 81 using alternative resources or additional informational articles.
 - Introduce the concept of first-hand, second-hand by playing an introductory game (e.g., telephone game, role-playing an event: witnesses provide first-hand accounts and others give second-hand accounts). Model and think aloud while reading a variety of first-hand and second-hand texts.
 - *I am noticing that the author is using (I, we, us). This must mean that they were present for these events.*

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Unit 6 Reading and Writing

- *I am noticing that they are expressing emotion. (first-hand)*
- *I think the author wrote this because _____.*
- *The author is just giving us information. It doesn't seem like they were there for the events.*
- *This is a news article. I am thinking the reporter talked to a lot of people before he/she wrote this. I don't think they were an eye-witness.*

Students classify the sources of texts: first-hand and second-hand and will explain how they know.

- Using two text on similar topics (one first-hand, one second-hand), discuss the content.
 - *What is the subject of the text?*
 - *When did the event occur?*
 - *When was the account written?*
 - *Did the information come from only one person or more than one person?*
 - *Do you think the author was present at the event? How do you know?*
 - *Was this account first-hand or second-hand? How can you tell?*
 - *Look for words in the passage that give you a clue to whether it is a first-hand or second-hand account*

Explicitly teach definitions and how to determine if a text is first-hand or second-hand using a lesson a Promethean board, projector, or in computer lab and then make a bookmark to refer to:

<http://www.beaconlearningcenter.com/WebLessons/ColonialCrossing/Sourcespage00.htm>

First-Hand	Second-Hand
<ul style="list-style-type: none">• Written by someone who was there• uses the pronouns I, We, Us, etc.• May include feelings and emotions about the event• Examples: letters, journals, legal documents, drawings, photographs, interviews, autobiographies, video journals, and artifacts.	<ul style="list-style-type: none">• Written by someone who was NOT there• May include quotes from primary sources• Usually includes information from several primary sources• Examples: encyclopedia articles, magazine articles, textbooks, book reviews, newspaper articles, almanacs, atlases, and biographies.

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Unit 6 Reading and Writing

- Provide students with several texts in a variety of formats to sort into first-hand or second-hand. Include some difficult texts to identify to foster discussion. Students share ideas and justify their thinking.
- Students will read passages on the same topic to help them compare/contrast the content. **Note:** Follow Lesson 12-CROSSWALK Coach, pages 114-121. Provide repeated practice in whole or small groups with primary and secondary sources on the same topic and provide opportunities to discuss similarities and differences. For example:
 - Students can create T-chart noting similarities and differences: *Firsthand* and *Secondhand* (e.g., Guiding questions for students: *What pronouns are used? How is the information conveyed to the reader? Who serves as the narrator? How does the reader learn the characters' thoughts and feelings? What was the author's focus in relation to the topic?*)
 - Extended Learning:
 - After reading two passages about the same event, students divide into three groups to determine comparisons between the passages. Group A shares the differences in the firsthand account; Group B shares the differences between the secondhand accounts; Group C points out the commonalities between the two accounts. Students can participate in a formal discussion to extend or clarify information.
 - After students read articles or view news features, students can work in small groups to create a survey on a topic. Post the survey and allow participants or groups to express their points of view on the issue.
 - Place students in teams of two or three. Provide websites for each team to browse, focusing on a content related topic. The teams would then review the sites to print one illustration that provides important information related to that topic. Teams then read the text that goes with the illustration and then present the illustration to the class or to other teams. Teachers can assign a rubric to assess student understanding.

Writing Block

- Follow Immersion Lessons from *Fundamentals of Writing*: Feature Article: Pages 28-43 **Note:** Mentor Text Summaries can be found on pages 20-22. Teachers may, however, choose to substitute Mentor Texts.
 - *What is a Feature Article?* Students begin to understand what a feature article is, the purposes of feature articles, and features of feature articles. (“*Brace Yourself*” by Devon G.)
 - *Where do Writers Uncover Feature Article Topics?* Shows students how authors write about topics or ideas that are important or interesting to them. (“*E-Trash: What Happens to Our Old Electronics?*” by Rachel H. and “*Getting Back Up With Lindsey Vonn*” by Andrew D.)

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Unit 6 Reading and Writing

- *A Unique Twist:* Models for students how feature articles are written to entertain and inform, and can also be familiar topics presented in new, unique ways. (George Washington's Teeth by Deborah Chandra and Madeleine Comora)
- *The Structure of Feature Articles:* Shows students that feature articles can be organized in different ways. For example, they can be organized by question and answer or by subheadings. Feature articles have introductions (leads) and closings. (Excerpts from Animal Minis! What Kids Really Want to Know About Tiny Animals by Cherie Winner)
- *Features of Feature Articles:* Increases student understanding of the organization of feature articles by looking at table of contents, subheadings, etc. (Basketball in Action by John Crossingham and Sarah Dann)

Generating Ideas Pages 44-55

- *Generating Ideas I: Determining What is Important:*
 - Students will think about topics that fascinate them, and will consider their audience's reading interests to choose topics that will be engaging.
- *Generating Ideas II: I'm An Expert!:*
 - Students will examine topics on which they may be, or want to become, experts in order to generate ideas for writing.
- *Generating Ideas III: Finding Interesting Things About Your Interests:*
 - Students will brainstorm topics that interest them and work to generate additional ideas.

Selecting Pages 56-59

- *Selecting: Finding Your Topic:*
 - Students will choose a topic or idea they would like to continue working on and publish, and will consider possible angles and audiences for their topics.

Note: Students should have various resources (books, online resources) related to their topics prior to *Collecting* lessons. As students are gathering information, and beginning to categorize information, model for students how to use different colored sticky notes or highlighting tape to code information into respective categories (i.e., yellow to code *demographics*, green for *childhood*, blue for *impact on others*).

Collecting Information Pages 60-74 **Note:** Collecting lessons may take a few days.

- *Collecting I: Researching/Gathering Information from Various Resources:*
 - Students will gather resources to research and collect additional information to support their possible angles.

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- *Collecting II: Choosing Your Angle:*
 - Students will finalize their choices of angle, audience, and purpose, and collect relevant information and details to support that angle.
- *Collecting III: Supporting Opinions With Facts and Details:*
 - Students will conduct additional research as needed to ensure that their articles include necessary facts and details to support their opinions.
- *Collecting IV: Organizing Research Efforts:*
 - Students will explore organizational structures for their research, and will find a structure to organize their own research.

Note: The following lesson is from *The Fundamentals of Grammar and Conventions* Unit 3:

- Lesson 4: *Well-Built Sentences Lead to Well-Built Paragraphs*: pages 63-66
 - Students begin to write paragraphs that include interesting beginnings, varied sentence lengths, creative word order, and transitional phrases.

Drafting Pages 75-93 **Note:** After lessons have been taught, allow several days for students to work at their own pace to draft their writing. Additional time during the day may also be provided.

- *Drafting I: Thinking About Structure:*
 - Students will explore different organizational structures in order to begin drafting their articles.
- *Drafting II: Crafting a Lead:*
 - Students will try out different ways to craft a catchy lead while clearly introducing their topic.
- *Drafting III: Composing Paragraphs:*
 - Students will compose paragraphs for their feature articles.
- *Drafting IV: Wrapping it Up: The Conclusion:*
 - Students will compose a conclusion to wrap up their feature article.

Revising pages 95-104

- *Revising I: Make a Transition:*
 - Students will add transitional or linking words to logically join ideas and help their writing flow from one idea to another.
- *Revising II: Revising for Key Elements of a Feature Article:*
 - Students will identify and revise for a clear angle, developed paragraphs, a powerful lead, and a clear conclusion using a revision checklist.

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- *Revising III: Visual Communication:*
 - Students will add some visual elements to their feature articles to enhance their meaning and purpose.

Editing pages 105-110 **Note:** May want to combine lessons.

- *Editing I: Vary Your Sentence Length:*
 - Students will vary their sentence lengths in their feature article to keep their writing fresh and interesting for readers.
- *Editing II: Punctuate to Accentuate Your Voice:*
 - Students will edit their writing to accentuate their voices with varied punctuation marks.

Publishing pages 111-113 **Note:** Provide time for students to publish and share their work. As students share work, link the feedback and questions to discussion prompts (i.e., *Student A and Student B researched information on the same topic, what information did student A focus on compared to Student B?*).

- *Publishing: A Good Title Makes a Difference!:*
 - Students will craft a title for their feature article.

Evaluation pages 114- 116 **Note:** Can be sent home for homework.

- *Student Self-Reflection*
 - Students will utilize a self-assessment to understand how they have grown as authors.

Recursive Strategies need to be included in all Units of Study. In reading, these include building prior knowledge, rereading to clarify information, seeking meaning of unknown vocabulary, using critical and higher order thinking skills, and responding to text. In writing, recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

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Vocabulary

Audience- the person or group for whom a selection is written

Author's purpose- The reason an author decides to write about a particular topic or in a particular way

Author's viewpoint- The feelings or beliefs of an author, often shown through the author's choice of words

Author's attitude- The feelings that an author has toward a particular topic, which can be determined by reading between the lines of text. Also referred to as an author's tone.

Compare- to examine in order to note similarities and differences

Concept- a general notion or idea

Context- the parts of a written or spoken statement that precede or follow a specific word or passage

Contrast- to compare two persons or things to show the differences between them

Edit- to correct a written work, checking for grammar, spelling or punctuation errors

Event- a happening in a book

First-hand account (primary sources)- Coming from the original source; The original records of events made by people who witnessed them. Examples of firsthand accounts are letters, journals, legal documents, drawings, photographs, interviews, autobiographies, video journals, and artifacts.

Focus- the main point or idea

Idea- A thought or plan carefully formed in the mind

Issue- the topic in question or a matter that is in dispute

Organizational structure- a logical or orderly framework or arrangement

Plan- a method for doing something that has been thought out ahead of time

Procedure- a method of doing something, often by a series of steps

Publish- the final step in the writing process when the writer shares the work with others

Research- careful investigation of a topic under study

Revise- a step in the writing process used to improve the original work

Second-hand account (secondary source)- Not directly known or experienced; obtained from others or from books; An account of an event that was not witnessed by the writer. The writer most likely used information from several primary sources to write his or her account. Examples of second-hand accounts are encyclopedia articles, magazine articles, textbooks, and biographies.

Source- a person, place or thing that provides information

Topic- the main thought or subject of a written work

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Assessment	Performance Task
<p><u>Formal</u></p> <ul style="list-style-type: none"> -DRA -Rubric for Formal Presentation -Curriculum Related Projects -Grade Specific Writing Rubric <p><u>Informal</u></p> <ul style="list-style-type: none"> -Running Records -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Anecdotal Notes -Rubrics/Checklists -Student Work from Unit Activities 	TBD

Instructional Strategies
-CRISS Strategies See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Informational Text (Science and <u>Social Studies</u> Texts) -Leveled Informational Text -Related texts for Research TBD -Anchor Texts: <ul style="list-style-type: none"> • See Science and Social Studies Curricula -Additional Text Suggestions: 	Successmaker www.schoolwide.com <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Writing Rubric aligned to CCSS • Student Benchmark Exemplars

Grade Four English Language Arts Unit 6 Reading and Writing

- *Daybook* by Great Source

Fundamentals of Writing: Feature Article and Mentor Texts:

- And So They Build by Bert Kitchen
- Animal Minis! What Kids Really Want to Know About Tiny Animals by Cherie Winner
- Basketball in Action by John Crossingham and Sarah Dann
- George Washington's Teeth by Deborah Chandra and Madeleine Comora
- Ice Bear: In the Steps of the Polar Bear by Nicola Davies
- The Life and Times of the Peanut by Charles Micucci
- Secrets of the Mummies by Harriet Griffey
- SNAP! A Book About Alligators and Crocodiles by Melvin and Gilda Berger
- Soccer in Action by Sarah Dann and Niki Walker
- The Story of Salt by Mark Kurlansky

-Fundamentals of Grammar

-Student Work

-Language Arts Addendum

-Student Assessment Data

-CROSSWALK Coach

-Writer's Express

-Making Meaning

Teacher

-Supporting Materials for Unit

-Feature Article Unit

-Fundamentals of Grammar

-Student Assessment Data

-Language Arts Addendum

- Digital Appendices

<http://www.marzanoresearch.com/products/catalog.aspx?group=6>

http://wps.ablongman.com/long_licklider_vocabulary_2/6/1626/416421.cw/index.html%20parentloc

<http://www.accd.edu/sac/j-p/features.html>

<http://jerz.setonhill.edu/writing/journalism/feature.html>

<http://www.afnews.af.mil/products/primer/corea7a.htm>

<http://www.kidsdiscover.com/>

<http://www.zoobooks.com/>

http://www.cricketmag.com/shop_magazines.asp

<http://www.timeforkids.com/TFK/>

<http://www.kids.nationalgeographic.com>

<http://www.sikids.com/>

Additional search engines teachers may use to help students gather relevant information once a topic/question is in mind:

www.askkids.com

www.kidrex.org

www.sweetsearch.com

Note: Students need to learn to think critically about their searches and to assess the credibility of each source.

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- Thinking Verbs List (Blooms)
- Guided Reading and Writing by Fountas and Pinnell
- Word Matters by Fountas and Pinnell
- That's A Great Answer* by Nancy Boyles
- Teaching Written Response to Text* by Nancy Boyles
- Constructing Meaning* by Nancy Boyles
- CROSSWALK Coach
- Writer's Express*
- Making Meaning*

Interdisciplinary Connections

Link to Social Studies, Science, and Math
Library Media Specialists