Reading Grade 4 Trimester 2

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
ELA.L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.TS.4.4	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.
ELA.RI.TS.4.4	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.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Rationale and Transfer Goals

L.RF.4.4: A-C

Rationale: This standard addresses the need for fluency in reading, which includes accuracy, appropriate pacing, and expression. Fluency is critical for overall reading comprehension and enjoyment.

Transfer Goals: Students will be able to read grade-level texts fluently and with comprehension, enabling them to access and engage with a wide range of texts for both academic purposes and personal enjoyment.

SL.PE.4.1: C

Rationale: This standard emphasizes the importance of effective communication, a crucial skill for academic and social success. By engaging in collaborative discussions, students develop their ability to express ideas clearly, listen to others, and build on the contributions of their peers.

Transfer Goals: Students will be able to engage in meaningful discussions, both in academic settings and in everyday life, using their communication skills to express their thoughts, listen actively, and collaborate effectively with others.

RL.CI.4.2

Rationale: Understanding how to determine a theme of a story, drama, or poem from details in the text helps students grasp the deeper meanings and messages conveyed by the author. This standard encourages critical thinking and interpretation.

Transfer Goals: Students will be able to identify and articulate the themes in various literary works, enhancing their ability to appreciate literature and apply its lessons to their own lives.

RI.CI.4.2

Rationale: Determining the main idea of a text and explaining how it is supported by key details is essential for comprehending and analyzing informational texts. This skill is fundamental for academic success across subjects.

Transfer Goals: Students will be able to identify the main ideas and key details in informational texts, enabling them to summarize and analyze complex information effectively.

RL.TS.4.4

Rationale: Understanding the structural elements of poems, prose, and drama aids in comprehension and appreciation of different literary forms. This standard emphasizes recognizing and interpreting various literary structures.

Transfer Goals: Students will be able to analyze and interpret the structural elements of different literary forms, enhancing their ability to understand and enjoy diverse types of literature.

RI.TS.4.4

Rationale: Describing the overall structure of events, ideas, concepts, or information in a text is crucial for understanding how authors organize and present information. This skill helps students better comprehend and analyze texts.

Transfer Goals: Students will be able to describe and analyze the structure of informational texts, aiding their comprehension and ability to evaluate the effectiveness of an author’s organizational choices.

L.KL.4.1: A-B

Rationale: Proficiency in vocabulary enables students to express their ideas more clearly and precisely, enhancing their overall communication skills. The ability to choose precise words and phrases empowers students to communicate their thoughts, feelings, and ideas effectively.

Transfer Goals: Students will be able to choose and use precise words and phrases to convey their ideas effectively in writing and speaking. They will understand how the choice of words impacts the clarity and effectiveness of their communication, and they will be able to adjust their language to suit different audiences and purposes.

L.VL.4.2: B

Rationale: Greek and Latin affixes and roots form the foundation of a significant portion of the English language, particularly in academic and technical vocabulary. By learning these building blocks, students can enhance their ability to decipher unfamiliar words, thereby improving their reading comprehension and expanding their vocabulary. Knowledge of affixes and roots empowers students to make educated guesses about the meanings of new words, making them more independent and confident readers and learners.

Transfer Goals: Students will use their knowledge of word parts to enhance their comprehension of complex texts. They will be able to break down challenging words into manageable components, leading to a deeper understanding of the material they read.

L.VI.4.3: A

Rationale: A strong grasp of figurative language is essential for deep comprehension and effective communication. Figurative language enriches texts and allows for more expressive and vivid descriptions, enhancing the reader's engagement and imagination.

Transfer Goals: Students will be able to independently identify and interpret various types of figurative language. This skill will enhance their ability to appreciate and understand the deeper meanings and artistic qualities of literary works.

SL.ES.4.3

Rationale: Identifying the reasons and evidence a speaker provides to support particular points is a critical listening and analytical skill. This ability helps students to understand the structure and strength of arguments, enhancing their critical thinking and comprehension. It enables them to discern between well-supported claims and unsupported opinions. Mastery of this skill is essential for academic success, as it applies to various subjects, including language arts, social studies, and science.

Transfer Goals: Students will cultivate a habit of critically evaluating the information they hear, a practice that will serve them throughout their lives. They will be equipped to navigate an information-rich world with discernment, making informed decisions based on sound reasoning and evidence.

Enduring Understandings

Listening and Speaking

- Students will understand that asking and answering questions helps clarify understanding and enhances learning.
- Students will learn that paraphrasing information demonstrates comprehension, helps retain information, and communicate effectively with others.
- Students will develop the ability to identify reasons and evidence that a speaker uses to support their points this is crucial for critical thinking and informed decision-making.

Language Foundational Skills

- Accurate and fluent reading supports overall comprehension.
- Decoding skills and word recognition strategies are essential for reading proficiency.
- Developing reading fluency allows for better engagement with texts.

Reading Domain

- Students will understand that stories, dramas, and poems have underlying themes that can be identified through careful analysis of details in the text. They will recognize that summarizing helps them grasp the essence of a text and communicate its main ideas concisely.
- Students will understand that informational texts are structured around central ideas that are supported by key details. They will learn that summarizing helps them distill the essential information and present it clearly, enhancing their comprehension and communication skills.
- Students will understand that literature can be categorized into different genres, each with its unique characteristics and structures. They will recognize that poems, drama, and prose serve different purposes and convey meaning in distinct ways.
- Students will understand that informational texts are organized using various structures such as chronology, comparison, cause/effect, and problem/solution. Recognizing these structures helps students to better comprehend and retain information.

Essential Questions

- How can I paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally?
- How can I effectively engage in collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing my own clearly?
- How can I understand the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes?
- How can I read with sufficient accuracy and fluency to support comprehension?

- How can I determine the main idea and key details and use those details to summarize an informational text?
- How can I determine a literary text's themes by identifying key events?
- How can I tell the difference between different fiction genres?
- How can I identify the organizational structure of an informational text?

Content, Learning Targets, and Activities

2nd Trimester							
Month	**Week**	**Standards**	**Learning Targets**	**Suggested Student-Centered Activities**	**F&P Resources**	**Other Resources**	**Assessment**
		Listening/ Speaking focus for December SL.PE. 4.1 C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to	-I can pose and respond to specific questions to clarify or follow up on information. -I can make comments that contribute to the discussion and link to the remarks of others. -I can read and understand grade-level text smoothl	Suggested Theme - Volcanoes Activities - Create an anchor chart as a class. Read different texts together and discuss the author's purpose. Add these examples to the chart to serve as a referen	F&P Mini Lesson Book RML LA, U8 RML1 - RML5	Story works Volcano of Doom The Volcano That Changed the World Beauty and Disaster The Eruption of Mt. Vesuvius I survived the Destruction of Pom	Daily Check for Understanding --At the end of a reading lesson, give students a slip of paper and ask them to write down the author's purpose and one piece of evidence that supports it. Collect these slips to

Month	Weeks	Standards	Learning Target (can be multiple standards)	Suggested Student-Centered Activity	F&P Resources	Other Resources	Assessment (best to do before activity)

		the remarks of others. **Review Reading L.RF.4.4: A-C (Come back to standard throughout trimester)** **Review Vocabulary L.KL.4.1:A (Come back to standard throughout trimester)** **New Reading RI.CI.4.2 (focus on author's purpose)**	y and accurately. -I can use appropriate expression and phrasing when reading aloud. -I can pause and reflect on what I have read to ensure I follow the text accurately. -I can use multiple strategies, such as breaking down the word into parts (prefixes, suffixes, roots), and using prior knowledge to understand new words. -I can interpret the author's purpose of an informational text. -I can cite details	ce for future activities. -Interactive Read Alouds. Read books aloud to the class and pause to discuss the author's purpose. Ask guiding questions and have students support their answers with evidence from the text. -Copy different short passages on index cards. Have students read each passage and place it under the correct category on the chart. This can be		peii, AD 79 by Lauren Tarshis I Survived the Eruption of Mount St. Helens 1980 by Lauren Tarshis	assess their understanding -vocabulary -fluency checks -Freckle Assignment - Volcanoes								

			from the text supporting the author's purpose.	done individually, in pairs, or small groups. - Students search the texts to find examples of writing that persuade, inform, or entertain. They can mark these with sticky notes and explain their choices to the class or a partner. -Role Playing, Give students different scenarios where they need to write with a specific purpose (e.g., a comme												

				rcial to persuade, a news article to inform, a story to entertain). They can create and perform these for the class.																			
	2	**Review Vocabulary L.KL.4.1:A (Come back to standard throughout trimester)** **New Reading RI.CI.4.2 focuses on the main idea & key details**	-I can explain the meaning of grade-level vocabulary in my own words. - I can recognize and use newly learned vocabulary words in my writing and speaking. -I can use general academic words accurately when participating in class discussions.	Suggested Theme - Holidays Around the World Activities - Interactive Read Alouds. Read a book or passage aloud and pause to discuss the main idea and key details. Use think-aloud strategies to model	F&P Mini Lesson Book RML WAR. U4 RML 2	DEI Classroom Winter Holidays Around the World Story works Holiday Foods Around the World	Daily Check for understanding - vocabulary -main idea & key details identification Freckle Assignment - Diwali																

		-I can interpret the main idea of an informational text. -I can find key details to support the main idea. -I can synthesize the difference between important and unimportant details.	how to determine the main idea and ask students to help identify details that support it. - Main Idea Bags. Fill bags with related items or pictures. Students examine the contents and determine the main idea that ties all the items together. They can then share their main idea and the supporting details with the class. - Students use graphic organiz																		

			ers to jot down the main idea and supporting details after reading a passage. -Students read a passage and write the main idea on one sticky note and key details on others. They can place these on a board or chart paper and discuss how the details support the main idea. -Main Idea Matching Game. Place main ideas on some cards																		

				and corresponding details on others. Students match the main idea cards with the correct detail cards. This can be done individually, in pairs, or small groups.																		
	3	**New Vocabulary L.KL.4.2:B (Come back to standard throughout trimester) Break down unfamiliar words into their Greek and Latin root and affix parts to understand**	-I can use common Greek roots as clues to the meaning of a word. -I can use common Latin roots as clues to the meaning of a word. -I can use common Greek affixes as clues to the meaning of a word. -I can	Suggested Theme - Vanishing Cultures Activities - Interactive Read Alouds. Students will stop and jot down the important details read from each section.	IRA Use Vanishing Cultures Text Series Sahara Himalaya Amazon Basin Frozen Land Far North Fact Sheet for Stop & Jot to help with writin	Summary Practice Summary checklist Summary Slide Deck	Daily Check For Understanding Examples -Read a short text - Create a list of the important details from the text. -Write a quick summary. - Vocabulary check															

		their meaning. **• By identifying the root and affix, I can predict the meaning of a new word.** **• Use knowledge of common roots and affixes to expand my vocabulary and understand new words I encounter.** **Reading RI.CI.4.2 summarize informational text**	use common Latin affixes as clues to the meaning of a word. -I can use my knowledge of common roots and affixes to expand my vocabulary and understand new words I encounter as I read. -I can summarize an informational text using key details.	Students will use the important information to write a non-fiction summary. -Students can read a story in pairs or groups to identify the key details and write a summary together to share with the class	g a summary F&P Mini Lesson Book RML SAS. U2 RML 6 RML SAS. U1 RML1-6 RML WAR. U5 RML 4 RML SAS. U5. RML2-3																	

January	**1**	**Listening/ Speaking focus for January SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). Vocabulary L.KL.4.1:B Choose words and phrases to convey ideas precisely New Reading RL.CI.4.2 (Focus of fiction summary)**	-I can paraphrase portions of a text read aloud. -I can choose words and phrases to convey ideas precisely. -I can summarize a text, including key details.	Suggested Theme - TItantic -Write different sections of a story on strips of paper. Students work in groups to read the strips and then arrange them in the correct order. They then write a summary of the entire story based on the strips. - Provide students with short passages or stories and challenge them to write a one-sentence summary for each. -	F&P Mini Lesson Book RML LA.U9 RML1-4 RML WAR.U5 RML 4 RML SAS.U5 RML 1	Story works Searching for the Titanic Rescue at Sea The Lost Ship Would You Sail on the (New) Titanic? I Survived the Sinking of the Titanic 1912 by Lauren Tarushis	Daily Check for Understanding - paraphrase text read -Write a quick summary of the text - vocabulary check															

				Students read a story and then work in groups to act out the main events. Then, write a summary of the story based on their role-play.																		
	2	**Vocabulary L.KL.4.1:B Choose words and phrases to convey ideas precisely** **Continue Reading RL.CI.4.2 (Summary)**	-I can paraphrase portions of a text read aloud. -I can choose words and phrases to convey ideas precisely. -I can summarize a text, including key details.	Suggested Theme - Author Study Patricia McKissack -After reading a story or passage, students fill out the SWBST organizer: Somebody: Who is the main character? Wanted: What did the character want?	IRA Author Study Patricia McKissack RML SAS. U5 RML 1	More Patricia McKissack Information and Books	Daily Check for Understanding -Write a quick summary of the text - paraphrase text read															

			But: What was the problem? So: How did the character try to solve the problem? Then: What was the resolution? Students then use this organizer to write a summary. - Students draw a picture representing the main events or ideas of the passage they read. They then write a summary to accompany their artwork, explaining the key points depicte																		

			d. -Students create a storyboard for a story or passage, with each panel representing a key event. After completing the storyboard, they write a summary based on the panels.																		
3	**Reading RL.CI. 4.2. (theme)**	-I can define a theme in literature. -I can distinguish between the theme of a text and its main idea or summary. -I can identify the theme of a text by examining the characters, setting, and plot.	Suggested Theme -Martin Luther King Jr. Day/ Civil Rights -Create an anchor chart with the class that includes common themes (e.g., friendship, bravery,	IRA Floyd Cooper Illustrator Study F&P Mini Lesson Book RML4 LA.U 8 RML LA.U 9 RML1 -4	Story works Dr. King is My Grandpa I Have a Dream Hungry for Change Ayanna the Brave This is What Courage Looks Like	Daily Check for Understanding -At the end of a reading lesson, give students a slip of paper and ask them to write down the theme and evidence that supports it. Collect these slips to															

		-I can find and cite specific details from the text that support the identified theme.	perseverance). As you read stories together, add examples to the chart and discuss how these themes are presented in each story -Write different themes on some index cards and short story summaries on others. Have students work in pairs or small groups to match each story summary to its corresponding theme. Discuss their choices as a class. -Have students listen to			assess their understanding.															

			various kid-friendly songs and identify the theme																		
4	**Reading RL.CI. 4.2. (theme continued)**	-I can explain how specific passages and details in the text contribute to the overall theme. -I can analyze how the author develops the theme through the characters' actions, dialogue, and events. -I can write a well-organized paragraph or essay that interprets the theme of a text, supported by key details and	Suggested Theme - Folktales - Interactive Read Aloud/ Think Aloud modeling the process of determining a theme -In groups, students read a short story or scenario and then create a skit representing the theme. After performing their skits, they discuss how the	IRA The Crane Wife Guided Reading Set The Talking Bird: A Tale From China The Fools of Chelm Fish for Sillibump: A Noddlehead Tale The Seven Brothers: A Noodlehead Tale The Field of Gold Bags Full	More Theme Resources	Daily Check for Understanding -At the end of a reading lesson, give students a slip of paper and ask them to write down the theme and one piece of evidence that supports it. Collect these slips to assess their understanding. Complex Cognitive Target - Compa															

			evidence from the text.	theme was shown through the characters and events. - RACER Writing about the theme using text evidence	of Ashes: A Folktale From Mexico The Magic Fountain: A Tale from Korean A Night on Mount Entoto: A Folktale from Africa		re and contrast the themes of two literary texts in a written response. Support the answer with multiple key details from both texts.															
February	**1**	**Listening and Speaking focus for the month SL.ES. 4.3 Identify the reasons and evidence a speaker provides to support particular points** **New Reading RI.TS. 4.4 (text structure)**	-Identify the reasons a speaker gives to support a particular point -Identify the evidence a speaker gives to support a particular point -I can identify different text structures, such as description, chronology	Suggested Theme - Sharks Activities -During read-aloud sessions, pause to discuss the text structure used. Ask guiding questions to help students identify the structure and consider why	F&P Mini Lesson Book RML LA.U 16. RML1-6	Storyworks Shark Shark Facts Don't Pet This Shark Summer of Terror The Biggest Shark That Ever Lived The Woman Who Swam with Shar	Daily Check for Understanding - identify the text structure of a text or a paragraph															

			(sequence of events), comparison, cause/effect, and problem/solution. -I can define what description, chronology, comparison, cause/effect, and problem/solution means in the context of a text. -I can use signal words (e.g., first, next, because, however, problem, solution) to help identify the text structure.	the author chose it. -Create an anchor chart as a class that lists different text structures and their key features. Add examples from books or articles you read together, and refer to the chart during reading activities. -Text Structure Sorting Activity. On index cards, write examples of different text structures (e.g., description, sequence, compare and		ks Text Structure Song Test Structure Slide Deck																

				contrast, cause and effect, problem, and solution). Students sort the cards into the correct text structure categories. - Students search through texts to find examples of different text structures. They mark their findings with sticky notes or highlighters and explain their choices to the class or a partner.																		

2	**Reading RI.TS. 4.4 continued**	-I can explain why an author might choose a particular text structure to organize their information. -Explain how the author's chosen structure helps them present information clearly and effectively. -I can use my understanding of text structure to comprehend and remember the information in a text. -I can explain how identifying the text structure helps me understand the author's purpose and message.	Suggested Theme - Fire Activities -Divide students into groups, each group will be assigned a different text structure. Each group reads their passage and becomes "experts" on that structure. They then teach the rest of the class about their structure, using examples from the text. -Students can compare and contrast the text structures used using	F&P Mini Lesson Book RML LA.U 16. RML1-6	Text Structure Powerpoint Story works A Wildfire Changed My Life The Fascinating History of Fire The Fire Breather "This Is the End of Chicago" The Great Chicago Fire of 1871 Our Beautiful Town Is Gone Out of the Flames Nature's Firefighters	Daily Check for Understanding -identify the text structure of a text or a paragraph -Examples (1, 2, 3) Complex Cognitive Target -Compare and contrast the organizational structure of an informational text. Use specific examples from the texts to support your answer.														

			two non-fiction texts on similar topics. -In groups, students read a passage and then create a skit showing the text structure of the passage. After performing their skits, they discuss how the structure helps present the information. -Give students writing prompts that require them to use different text structures. For example, they might write a sequence of events,																		

			describe a process, or compare and contrast two subjects.																		
3	**New Reading RL.TS. 4.4 Poems Explain the major differences between poems, drama (plays), and prose (written text like stories and articles).** **• Identify and describe the structural elements of poems (verse, rhythm, meter)** **Vocab**	-Identify the structural elements of poems. (Stanzas, Lines, Verse, Rhythm, Meter) -Explain the major differences between poems, drama, and prose using the structural elements of the genre when writing or speaking about a text. -I can explain the meaning of	Suggested Theme - Poetry - Black History Month - Black Poets Activities -As a class, create an anchor chart that lists and defines different poetry elements (e.g., stanza, line, rhyme scheme, imagery). Add examples from poems you	IRA - Crown: An Ode to a -- Fresh Cut - Uncle Jed's Barbershop - Farmer Will Allen and the Growing Table F&P Mini Lesson Book RML. LA. U6. RML1-6 RML LA.U 7.RML 1-5	DEI Black History Month Resources	Daily Check for Understanding - Identify elements of poetry - Explain the differences between poetry and other genres - identify and explain the meanings of similes and metaphors															

	ulary L.VI.4.3:A	similes and metaphors in context.	read together. -During read-aloud sessions, read poems to the class and pause to discuss the elements used. Ask guiding questions to help students identify and analyze these elements. - Students search for specific poetry elements (e.g., rhyme, meter, similes, metaphors, alliteration) in a selection of poems. They mark their findings on a checkli	RML LA.U 10. RML 4																	

				st and share them with the class. - Students can illustrate different similes and metaphors. Students can share their illustrations and use them to explain the phrases' meaning.																		
	4	**RL.TS. 4.4 Drama / Play Explain the major differences between poems, drama (plays), and prose (written text like stories and articles). • drama (casts, setting**	-Identify the structural elements of drama. (Cast of characters, Settings, Descriptions, Dialogue, Stage directions) -Explain the major differences between poems, drama, and prose	Suggested Theme - Greek Mythology - Drama - Students can participate in Reader's Theater - Students can use stage directions to adjust their expres		Story works [The Mighty Hercules](#) [King Midas](#) [The Revenge of the Gods](#) [The Snake-Haired Monster](#) [The Curse of Winter](#)	Daily Check for Understanding - Identify elements of drama - Explain the differences between drama and other genres - Freckle Targeted Assignment														

		s, dialogue, stage directions) when writing or speaking about a text.	using the structural elements of the genre when writing or speaking about a text.	sion - Discuss differences between plays, poems, and stories			for RL4.5 - Identify and explain the major differences between structural elements ... - Compare and contrast the structural elements of a poem/ drama to a literary text. Support your answer with details from the text.															

Assessments

See the Assessment column in the content, learning targets, and activities section.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Summarize a literary text and interpret the author's theme citing key details from the text.	Recount in oral and written form key details from a text and explain how they support the	• **Definition of Summarizing and Theme:** Explain what summarizing

	theme	and theme mean. Summarizing involves stating the main points of the text concisely, while the theme is the central idea or message of the story. • **Modeling:** Read a short literary text aloud and model how to summarize it and identify its theme. Discuss key details that support the theme. • **Anchor Charts:** Create visual aids that outline steps for summarizing a text and identifying its theme, with examples. • **Independent Reading Projects:** Assign independent reading projects where students summarize a chosen text and analyze its theme, citing key details to support their interpretation.
Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Introduce the basic skills of summarizing informational texts and identifying the author's purpose or main idea.	• **Modeling:** Read a short informational text aloud and model how to summarize it and identify the author's purpose or main idea. Highlight key details that support the main idea. • **Anchor Charts:**

		Create visual aids that outline steps for summarizing informational texts and identifying the main idea or author's purpose, with examples. • **Main Idea Practice:** Assign passages where students practice summarizing and then identify the author's purpose, using a checklist of key elements (main idea, supporting details). • **Author's Purpose Exploration:** Provide texts with different purposes (e.g., to inform, persuade, entertain) and have students analyze how the purpose influences the text's content and structure.
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.	Introduce the basic concepts of poems, drama, and prose, and their structural elements.	• **Structural Elements Introduction:** Explain key structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions). • **Modeling:** Read examples of poems, drama, and prose aloud.

		Highlight and discuss their structural elements. • **Guided Practice:** Work with students in small groups to identify and discuss the structural elements in different poems, drama, and prose texts. Provide immediate feedback. • **Graphic Organizers:** Use comparison charts and Venn diagrams to help students identify and contrast the structural elements of poems, drama, and prose. • **Writing Assignments:** Have students write their own poems, short dramas, and prose pieces, incorporating the structural elements they've learned.
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.	Introduce the basic types of text structures: chronology, comparison, cause/effect, and problem/solution.	• **Definition and Examples:** Define each text structure with clear, simple explanations. Provide examples of texts that use each structure. • **Modeling:** Read examples of texts using different structures. Highlight and discuss how the

		structure organizes the information. • **Anchor Charts:** Create visual aids outlining the characteristics of each text structure with examples. • **Text Structure Practice:** Assign texts that exemplify each structure. Have students practice identifying and describing the structure in their reading. • **Close Reading:** Engage in close reading of longer or more complex texts. Have students identify the structure and analyze how it helps to organize and convey the information. • **Comparative Analysis:** Provide texts with different structures on similar topics. Have students compare how each structure affects the presentation of information.
Demonstrate understanding of figurative language, simple similes, and metaphors.	Introduce the concepts of figurative language, similes, and metaphors.	• **Modeling:** Read examples of texts with similes and metaphors aloud. Highlight and discuss the figurative language used. • **Anchor Charts:** Create visual aids

		that define and provide examples of figurative language, similes, and metaphors. • **Interactive Read-Alouds:** Read aloud texts that include similes and metaphors. Pause to discuss and analyze the figurative language. • **Figurative Language Practice:** Provide texts with multiple examples of figurative language. Have students identify and interpret the meaning of each example.

Career Awareness, Exploration, Preparation, and Training

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

	individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Life Literacies & Key Skills

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

Interdisciplinary Connections

SCI.4.LS1.A	Structure and Function
SCI.4.ESS2.B	Plate Tectonics and Large-Scale System Interactions
SCI.4.ESS2.E	Biogeology
SCI.4.ESS3.B	Natural Hazards
SCI.4.ETS1.B	Developing Possible Solutions
SCI.4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
SCI.4-ESS1	Earth's Place in the Universe
SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of

	petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.