Reading Grade 4 Trimester 3

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.KL.4.1.C	Choose punctuation for effect.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature.
ELA.L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Rationale and Transfer Goals

Rationale for the Reading Standards

The fourth-grade reading standards focus on developing students' ability to think critically about texts and how they are constructed. By comparing and contrasting different points of view, students learn to recognize how narration shapes a story or account. Understanding the distinction between first- and third-person narration helps students grasp how the storyteller's perspective influences the reader's experience and interpretation.

Similarly, comparing multiple accounts of the same event or topic encourages students to identify biases, differing perspectives, and the impact of these perspectives on the information presented. This skill is essential for navigating a world filled with varying viewpoints and sources of information. (RI.PP.4.5)

Connecting text to visual and oral representations enhances comprehension and retention by engaging multiple senses and providing varied means of understanding content. Students develop a deeper understanding of how visuals and graphics support central ideas, reinforcing the notion that meaning is conveyed through more than just words. (RI.MF.4.6, RL.MF.4.6)

Additionally, analyzing how authors use facts, details, and explanations to support their ideas fosters critical thinking and allows students to evaluate the strength of an argument. This skill is crucial for distinguishing between well-supported reasoning and mere opinion. (RI.AA.4.7)

Finally, comparing and contrasting themes, topics, and patterns of events across different cultures and genres broadens students' understanding of the universal and diverse nature of human experience. It also builds cultural awareness and sensitivity, preparing students to engage thoughtfully with a wide range of texts and ideas. (RL.CT.4.8, RI.CT.4.8)

Transfer Goals for the Reading Standards

- 1. **Perspective Awareness and Critical Thinking**: Students will be able to analyze and compare different perspectives in both literary and informational texts, applying this skill in real-life situations where they encounter varying viewpoints, enabling them to understand and respect diverse perspectives.
- 2. **Multi-Modal Literacy**: Students will transfer their ability to make connections between textual content and visual or oral representations to other subjects and daily life, enhancing their overall comprehension and communication skills across various media.
- 3. **Analytical Evaluation**: Students will develop the ability to critically evaluate how authors use evidence and reasoning to support their ideas, applying this skill when assessing information in academic settings and beyond, such as when reading news articles, forming opinions, or making informed decisions.
- 4. **Cultural Understanding and Comparison**: Students will be able to compare and contrast themes and topics across cultures and genres, fostering an appreciation for diversity and enabling them to engage with a wide range of texts and cultural expressions in a thoughtful and informed manner.

Rationale for the Language Standards

The fourth-grade language standards emphasize the importance of mastering foundational language skills that

are essential for effective communication and comprehension across all areas of learning. These standards are designed to help students build a strong foundation in reading, writing, speaking, and listening, which are critical for academic success and lifelong learning.

Reading with accuracy and fluency (L.RF.4.4) is fundamental to understanding texts. When students read fluently, they can focus on comprehending the material rather than decoding words. This skill enhances their ability to engage with and enjoy a wide range of texts, thereby deepening their understanding and appreciation of literature and informational texts.

Understanding language conventions (L.KL.4.1) is crucial for clear and effective communication. By applying knowledge of grammar, punctuation, and sentence structure, students can express their ideas more precisely and understand others better, whether they are reading, writing, speaking, or listening.

Grasping figurative language, word relationships and nuances in meaning (L.VI.4.3) allows students to appreciate the richness of language. This understanding helps them to interpret and create more sophisticated texts, recognize subtle differences in meaning, and engage in more meaningful and effective communication.

Transfer Goals for the Language Standards

- 1. **Reading Comprehension and Fluency**: Students will develop the ability to read with accuracy and fluency, enabling them to comprehend and analyze texts in various subjects. This skill will be transferable to real-life situations where reading is required for learning, work, and personal growth, ensuring that they can understand and engage with written material efficiently.
- 2. **Effective Communication**: Students will be able to use their knowledge of language conventions to communicate clearly and effectively in writing and speaking. This skill will be essential in both academic and everyday contexts, allowing them to express their ideas confidently and understand others' communication more accurately.
- 3. **Interpretation of Language**: Students will be able to recognize and interpret figurative language, word relationships, and nuances in meaning. This skill will enhance their ability to understand and enjoy more complex texts, engage in more sophisticated discussions, and navigate the subtleties of language in various contexts, including literature, media, and social interactions.

Enduring Understandings

Enduring Understandings

1. **Reading Accuracy and Fluency (L.RF.4.4):** Accurate and fluent reading is essential for understanding and engaging with texts. Students recognize that fluency allows them to focus on

meaning rather than just decoding words, enhancing their overall comprehension.

- 2. Language Conventions (L.KL.4.1): Knowledge of language conventions is vital for clear and effective communication. Understanding grammar, punctuation, and sentence structure enables students to express themselves accurately and interpret others' communication across all forms of language use.
- 3. **Figurative Language and Word Relationships (L.VI.4.3):** Understanding figurative language, word relationships, and subtle differences in word meanings enriches communication and comprehension. Students learn that language carries deeper meanings and nuances that can influence interpretation and expression.
- 4. **Point of View in Narration (RL.PP.4.5):** The point of view from which a story is narrated shapes the reader's understanding of the narrative. Recognizing the differences between first- and third-person narrations allows students to compare and contrast perspectives, deepening their insight into the text.
- 5. **Multiple Accounts and Perspectives (RI.PP.4.5):** Comparing multiple accounts of the same event or topic reveals how different perspectives can influence the presentation of information. Students understand that analyzing these differences is key to critically evaluating the reliability and completeness of information.
- 6. Connections Between Text and Visual/Oral Representations (RL.MF.4.6): Texts can be enriched through connections to visual and oral representations. Students understand that these connections help to clarify and enhance comprehension, offering multiple ways to engage with and interpret a text.
- 7. **Supportive Role of Graphics and Visuals (RI.MF.4.6):** Graphics and visuals, such as illustrations, charts, and diagrams, play a critical role in supporting and reinforcing central ideas in texts. Students recognize that these elements can provide additional evidence and clarity, aiding in the understanding of complex concepts.
- 8. **Author's Use of Facts and Details (RI.AA.4.7):** Analyzing how authors use facts, details, and explanations to support their ideas helps students understand the reasoning behind the text. Students learn that strong arguments are built on well-supported ideas, which they can identify and evaluate in their reading.
- 9. Themes and Cultural Perspectives in Literary Texts (RL.CT.4.8): Literary texts from different cultures often explore similar themes, topics, and patterns of events. Students recognize that comparing and contrasting these elements helps them appreciate cultural diversity and the universal aspects of human experience.
- 10. Themes and Cultural Perspectives in Informational Texts (RI.CT.4.8): Informational texts from diverse cultures offer varied perspectives on similar themes, topics, and events. By comparing and contrasting these perspectives, students deepen their understanding of global issues and how culture influences the presentation of information.

1. Reading Accuracy and Fluency (L.RF.4.4):

o How does reading fluently and accurately affect my understanding of a text?

2. Language Conventions (L.KL.4.1):

 How do grammar, punctuation, and sentence structure impact the clarity and effectiveness of my communication?

3. Figurative Language and Word Relationships (L.VI.4.3):

o How does understanding figurative language enhance my interpretation of a text?

4. Point of View in Narration (RL.PP.4.5):

- o How does the point of view from which a story is told shape my understanding of the narrative?
- What are the key differences between first- and third-person narrations, and how do they affect the story?

5. Multiple Accounts and Perspectives (RI.PP.4.5):

- o What can I learn by comparing different accounts of the same event or topic?
- o How do different points of view influence the way information is presented?

6. Connections Between Text and Visual/Oral Representations (RL.MF.4.6):

- o How can visual or oral representations of a text deepen my understanding of its content?
- What connections can I make between specific descriptions in a text and their visual or oral counterparts?

7. Supportive Role of Graphics and Visuals (RI.MF.4.6):

- o How do graphics and visuals help to clarify and support the central ideas in a text?
- o In what ways can I use evidence to show how visuals contribute to my understanding of a topic?

8. Author's Use of Facts and Details (RI.AA.4.7):

- o How does an author use facts, details, and explanations to support their ideas?
- What strategies can I use to analyze the strength of an author's reasoning in a text?

9. Themes and Cultural Perspectives in Literary Texts (RL.CT.4.8):

- What can I learn about different cultures by comparing themes and patterns in literary texts?
- How do similar themes and events in stories from different cultures reveal both unique and universal human experiences?

10. Themes and Cultural Perspectives in Informational Texts (RI.CT.4.8):

- How do authors from different cultures approach similar topics and themes in informational texts?
- What insights can I gain by comparing and contrasting the treatment of themes and events across different cultural perspectives?

Content, Learning Targets, and Activities

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Compa rative Analysi s: Assign pairs of student s differe nt texts on a similar topic or theme. Have them compa re and contras t the points of view of the texts, discus sing similari ties, differe nces, and their prefere nces for the author' s point of view.					
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Interactive Read Read Aloud. Read a story aloudd to the class, pausin g to discuss the point of view. Rewrit e a Story Activity . Read a short story with the current point of view. Assign the current she current the current she current the current she task of rewritin the current the current she current	sted Theme - Abilitie s Aware ness Aware ness Month - Resilie noce
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				day as an outside observ er") Compa rative Analysi s: Assign pairs of student s differe nt texts on a similar topic or theme, but a differe nt point of view. Have them compa re and contras t the texts, discus sing similari ties,										
Ap	1	New Readin g Focus RI.MF.4 .6	s in a non- fiction text. (illustra tions, charts, graphs , diagra ms, timelin es, caption s,	Theme - Ocean Animal s - Gallery Walk.	Eye The	NEW SELA What has blue blood and two heart s? The giant squid of cours e! Story works -The Blob	Daily Check for Unders tanding - Readin g Fluenc y Checks Exit Ticket identify non- fiction text feature s							

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	Vocab	I can closely examin e a literary text to pinpoin t specific descriptions of charact ers, setting s, or events, along with any directions or instruct	, charact ers, or events. Studen	David Elliott A Place to		Daily Check for Unders tanding - Readin g Fluenc y Checks Freckle Target ed assign ment for L.VI.4. 3.C - Explain Comm on Idioms, Adages , &							
	g RL.MF. 4.6	recogni ze and explain the meanin g of idioms. I can recogni ze and explain the meanin g of adages . I can recogni	a story or text with a clear sequen ce of events. They create a storybo ard with panels that visually	icent Birds On the Wing by Dougl as Florian Parrot s Over Puerto	of World	short passag e or poem from the IRA poems for the week and a related image after a lesson. Ask them to write a few							
		ze and explain the meanin g of prover bs.	repres ent each part of the story, using specifi c descrip			senten ces explaini ng how the picture represe nts the text.							

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4	Contin ue Readin g RL.MF. 4.6	I can explain how a visual or oral repres entatio n (like a paintin g, film adapta tion, or dramat ic perfor mance) reflects or interprets the specific details and directions identified in the literary text. I can use eviden ce from both the text and the repres entation to support your analysis.	Sugge sted Theme - Mysteri es - During a read-aloud session, pat keying tive moments at the student student student student steepe or object looks like. Afterward, compared the scene of t		Story works - Special Colle ction: Gripp ing Myst eries	Daily Check for Unders tanding - Readin g Fluenc y Checks -Exit Ticket - Provide student s with descrip tions or directio ns from a text and corresp onding images . Ask them to match each descrip tion with the correct visual represe ntation.									
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2	Contin ue Readin g RI.AA.4 .7 Review Standa rds needed for NJSLA	s eviden ce adds credibil ity, clarifie s comple x concep ts, persua des the	small groups , student s read a passag e and	The Remar kable True	Alliga tor on the Loos e - Shoul	Daily Check for Unders tanding - Readin g Fluenc y Checks Freckle Target ed Assign ment for standar d RI.AA. 4.7 Gorillas Freckle Assign ment						

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			explan ations. They then write a short essay or create a presen tation explain ing how these elemen ts help the author achiev e their purpos e.										
3	New Readin g RI.CT.4 .8	topics,	Sugge sted Theme - Mamm als - Cultura I Explor ation: Explor e the cultural aspect s of the text with student s, discus sing how cultural norms, traditions, and perspe ctives influen ce the events	Dingo A Little Book of Sloth Mamm	/ Rats: Aww! The Vanis hing Beast -How to Save a Baby Oran gutan -The Amaz ing Histor y of	Readin g Fluenc y Checks Condu ct a class discuss ion where student s compar e and contras							

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inform ational texts on a similar topic but from differe nt cultural perspe ctives. Studen ts walk around , read the excerpt s, and take notes on how each author presen ts the inform ation differe ntly. Afterw ard, they discus s their observ ations			
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4	Contin ue Readin g RL.CT. 4.8	, event, literary text, author, and culture. -I can analyz e	- Asian/ Pacific Islande r Aware ness - Cultura I Explor ation: Explor e the cultural aspect s of the text with student s, discus sing how cultural norms, traditio ns, and perspe ctives influen ce the events and charact ers in the readin gAfter readin g two stories from differe nt culture s with similar themes (e.g., braver y,	My Friend: The Early Years of Bruce Lee Ricksh aw Girl King for a Day Secret Kingd om: Nek Chand, a changi ng India, and a Hidde n World of Art The Lotus Seed Butterf ly: How a Prince ss Smug gles the Secret of Silk Out of China Heroe s Mango es, Mischi ef, and Tales of Friend ship:	works -AAPI Colle ction Elem entar y DEI Class room	Daily Check for Unders tanding - Readin g Fluenc y Checks - Evaluat e student s' ability to identify and differen tiate each text's themes , topics, and pattern s of events.											
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Ju	1	Contin ue Readin g RL.CT. 4.8	and pattern s of eventsl can consid er the influen ce of cultural values, beliefs, and traditio ns and how these elemen ts are	Cinder ella Stories - Cultura I Explor ation: Explor e the cultural aspect s of the text with student s,	IRA Cinder ella Set	-Daily Check for Unders tanding - Readin g Fluenc y Checks - Studen ts write an essay compar ing and contras ting the treatme nt of a specific theme or pattern of events in two literary texts from							

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		culture s. They can include notes on how cultural elemen ts influen ce the events and how these events develo p the theme or pattern . The timelin e can be digital or on								
2	of events in inform ational textsI can analyz e how theme I.CT4. 8 topics, and patterr s of events are organi edI can compa re and	Theme - Food - Cultura I Explor ation: Explor e the cultural aspect s of the text with student s, discus sing how cultural norms, traditio ns, and perspe ctives	Are Thes e Chips Too Delici ous/ Love at First Crun ch Nugg et Natio n/ Mac and Chee se Mani a How Pizza Conq uered	Check for Unders tanding - Readin g Fluenc y Checks - Provide student s with critical thinkin g questions that ask them to compare and contrast t specific aspect s of the texts,						

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		inform ational texts from differe nt culture s on the same topic. They then create a compa rison, noting how each culture empha sizes or interprets these facts differe ntly.								
Continue Reading RI.CT4	interpr etation	Sugge sted Theme - Junete enth - Cultura I Explor ation: Explor e the cultural aspect s of the text with student s, discus sing how cultural norms, traditio ns, and perspe	Junet eenth Reso urces Junet eenth Less on	the texts, student s write						

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Assessments

See the Assessment Column in content section

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Introduce the concept of narrative point of view and differentiate between first-and third-person narrations. • First-Person Narration: Explain that in first-person narration, the story	• Modeling: Read short examples of both first- and third-person narratives. Highlight and discuss the differences in how the story is told.

is told by a character within the story using pronouns like "I" and "we" (e.g., "I walked to the park").

• Third-Person
Narration: Explain
that in third-person
narration, the story
is told by an outside
narrator using
pronouns like "he,"
"she," "they," and
"it" (e.g., "She
walked to the
park").

- Anchor Charts: Create visual aids that outline the characteristics of first- and thirdperson narrations with examples.
- Guided Practice:
 Work with
 students in small
 groups to identify
 the point of view
 in various texts.
 Provide immediate
 feedback.
- Point of View Worksheets: Use worksheets where students identify whether a story is told in the first or third person and explain how they know.
- Comparative
 Analysis: Provide
 paired texts or
 passages—one
 written in the first
 person and the
 other in the third
 person—on the
 same topic or
 event. Have
 students compare
 how the point of
 view changes the
 story.
- Creative Writing:
 Have students
 rewrite a passage
 from a story using
 a different point of
 view (e.g., change
 a first-person
 narrative to third
 person). Discuss
 how this changes
 the reader's
 experience.

Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

- Multiple
 Accounts: Explain
 that multiple
 accounts refer to
 different
 perspectives or
 versions of the
 same event or topic,
 often written by
 different authors or
 observed by
 different people.
- Point of View:
 Review the concept
 of point of view,
 emphasizing how
 different people
 might see or
 describe the same
 event in different
 ways.

- Modeling: Read two short texts that describe the same event or topic but from different perspectives. Highlight and discuss the differences and similarities in how the event is portrayed.
- Anchor Charts:
 Create visual aids
 that outline
 strategies for
 comparing and
 contrasting
 different accounts,
 including looking
 for differences in
 facts, opinions,
 and interpretations.
- Venn Diagrams:
 Use Venn
 diagrams to help
 students visually
 organize
 similarities and
 differences
 between the
 accounts.
- Text Pairing:
 Provide paired
 texts or passages
 on the same topic,
 one a primary
 source and the
 other a secondary
 source, or two
 different
 secondary sources.
 Have students
 compare how each
 text presents the
 information.
- Comparative Essays: Have students write essays comparing and contrasting

		two accounts of the same event or topic, discussing how the point of view influences the information presented.
Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	Review Definitions and Examples: • Textual Descriptions: Explain that textual descriptions provide details about people, places, events, and actions in a text. • Directions: Explain that directions in a text tell readers how to do something or guide them through a process. • Visual Representation: Introduce the idea that visual representations can include illustrations, diagrams, maps, or charts that depict what is described in the text. • Oral Representation: Explain that oral representations involve reading aloud or verbal explanations that bring the text to life.	-Modeling: Read a passage aloud that includes detailed descriptions or directions. Show an accompanying visual representation, such as a picture or diagram, and discuss how the two are connected. -Text and Image Pairing: Provide texts with accompanying images. Have students identify specific descriptions or directions in the text that match or explain the visuals. -Listening Comprehension: Read aloud a passage that includes directions or descriptions, and have students create a drawing or diagram based on what they hear. -Text-Image Matching Stations: Set up stations with different texts and a variety of images or diagrams. Have students rotate through the stations, matching the text to the correct visual representation and explaining their choices.
Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	Graphics and Visuals: Explain that graphics and visuals include	Modeling: Read a short informational text with

illustrations, charts, graphs, diagrams, timelines, and animations, and these elements help to convey information in a visual format.

accompanying visuals (e.g., a diagram or chart). Discuss how the visual supports the central idea of the text. Highlight specific elements in the visual that directly connect to key points in the text.

• Anchor Charts: Create visual aids that outline the types of graphics and how they can be used to support

• Graphic Analysis Worksheets:

text.

central ideas in a

Provide
worksheets with
excerpts from texts
and their related
visuals. Have
students answer
questions that
require them to
explain how the
visuals support the
central ideas using
evidence from
both the text and
the visuals.

• Creative Projects: Have students create visuals (e.g., diagrams, charts, or timelines) to accompany a text they've read. They should explain how their visuals support the central ideas, using evidence from the text.

• Summative

Assessments: Use assessments that require students to analyze texts with visuals, identify the central ideas. and explain how the visuals support these ideas with specific evidence. **Modeling:** Read a short passage that includes facts, details, and explanations. Discuss how each element is used to • Introduce the support the author's main concept of idea or reasoning. analyzing how an author uses facts, **Guided Practice:** Work details, and with students in small explanations to groups to identify facts, support ideas or details, and explanations reasoning. in a text. Have them • Facts: Define facts discuss how these as statements that elements contribute to the can be proven true development of the and are used by author's ideas or support authors to support their reasoning. their ideas. Analyze how an author uses facts, details, and • **Details:** Explain Close Reading: Engage explanations to develop ideas or to support their that details are students in close reading reasoning. specific pieces of activities where they focus information that on identifying and provide more depth analyzing the use of facts, or clarify the details, and explanations. author's points. Encourage them to • Explanations: annotate the text, Describe highlighting key elements explanations as the and writing notes about author's way of how they contribute to the interpreting or author's reasoning. clarifying facts and details to support **Debate and Discussion:** their ideas or Organize debates or arguments. discussions where students must defend a position using facts, details, and explanations from a text. This helps them see how authors use

		these elements to strengthen arguments.
Compare and contrast the treatment of similar themes, topics, and patterns of events in literary and informational texts from authors of different cultures.	Definitions and Examples: • Themes: Define themes as the underlying messages or central ideas that run through a text, such as friendship, courage, or justice. • Topics: Explain that topics are the subjects or main ideas around which a text is centered, such as family, nature, or history. • Patterns of Events: Describe patterns of events as the sequence or structure of events that occur in a narrative or informational text. • Cultural Context: Discuss how authors from different cultures may approach similar themes, topics, or events in unique ways, influenced by their cultural backgrounds.	Modeling: Read aloud two short texts (one literary and one informational) that share a common theme or topic but are from different cultural perspectives. Discuss how each author treats the theme or topic, noting similarities and differences. Venn Diagrams: Use Venn diagrams to help students visually organize similarities and differences in how different cultures approach the same theme, topic, or pattern of events in both literary and informational texts. Cultural Exploration: Introduce students to stories, myths, and informational texts from various cultures. Encourage them to explore how cultural context influences the treatment of themes and topics. Class Discussions: Facilitate class discussions where students share their findings on how different cultures approach similar themes or topics in literature and informational texts. Encourage them to provide textual evidence to support their points.

Career Awareness, Exploration, Preparation, and Training

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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.Cl.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.Cl.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.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., $1.5.5.CR3a$).
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.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary Connections

SCI.4.LS1.A	Structure and Function
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.
SCI.4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources

and events.

SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
SOC.6.3.5.GeoGl.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.