

# Reading Grade 4 Trimester 3

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

## NJSLS ELA

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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

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### 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.

(RL.PP.4.5)

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**

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### **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):**

- 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):**

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

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

- 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):**

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

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

- 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):**

- How do graphics and visuals help to clarify and support the central ideas in a text?
- 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):**

- 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?



<p style="text-align: center;"><b>March</b></p>	<p style="text-align: center;"><b>1</b></p>	<p><b>Review Reading L.RF.4.4: A-C (Come back to standard throughout the trimester in small groups)</b></p> <p><b>Vocabulary Focus L.KL.4.1: D (Come back to standard throughout the trimester in small groups)</b></p> <p><b>New Reading Focus RI.PP.4.5</b></p>	<p>-I can read and understand grade-level text smoothly and accurately.</p> <p>-I can use appropriate expression and phrasing when reading aloud.</p> <p>-I can pause and reflect on what I have read to ensure I am following the text accurately.</p> <p>-I can use multiple strategies, such as breaking down the word into parts (prefixes, suffixes, roots), and using prior</p>	<p>Suggested Theme - Women Who Changed History</p> <p>-During read-aloud sessions, pause to discuss the point of view of the author. Have students stop and jot down the details the author chose to make their point.</p> <p>- Discussion Circles : Divide the class into small groups and assign each group to discuss the author's point of view. Have students take</p>	<p>IRA Fly High: The Story of Bessie Coleman</p>	<p>Story works <a href="#">Women Who Changed History</a></p> <p><a href="#">Elementary DEI Classroom</a></p>	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>-short sentences or paragraphs and students will find out the definition of an underlined word.</p> <p><a href="#">Clara Barton Freckle Assignment</a></p>						<p style="text-align: center;"><b>ered Activity</b></p>						
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Continue Reading Standard RI.PP.4 .5

-I can compare and contrast multiple accounts of the same topic in a well-crafted essay noting the similarities and the differences. I can analyze multiple accounts of the same event or topic, identify key similarities and differences in the information presented. I can explain how the point of view of each author or speaker shapes the information

Suggested Theme - Reptiles -Text-to-World Connections: Encourage students to make connections between the point of view of the author and real-world events, issues, or their own experiences. - Students will explore different points of view by role-playing as authors of multiple accounts of the same topic. Students will be given a topic they have

IRA Gecko Lizard, Frogs, and Polywogs

Story works -The Snake That's Eating Florida - Super Slime -This Frog Is See-Through -Zap! - Yum? -Don't Lick This Frog - Could This Dragon Save Your Life? -The Python Brothers

Daily Check for Understanding - Reading Fluency Checks -Exit ticket - compare and contrast two accounts of the same topic noting similarities and differences -Exit ticket - identifying the point of view of the author - Freckle Targeted Assignments RI.PP.4.5

they present in their account, considering how perspective can influence the selection of details, tone, and overall message.

learned about. Students are assigned roles (e.g., journalist, eyewitness, historian) and students will create a role-play of the account based on their role.

- Debate:  
Divide the class into teams and assign each team a point of view of the author. Students must research their assigned position and prepare arguments to defend it during a structured debate.



3	<p><b>Vocabulary Focus for month L.VI.4.3 : B</b></p> <p><b>New Reading Focus RL.PP. 4.5</b></p>	<p>I can identify a first-person narrative. I can identify a third-person narrative. I can identify the point of view of a narrative. I can identify if the narrator is a character in the story. I can determine the meaning of words and phrases that allude to significant characters found in literature.</p>	<p>Suggested Theme - Fairy Tales</p> <p>- Point of View Sorting Activity . Give students short passages written in first- or third-person , sorting mats or large sheets labeled "First-Person " and "Third-Person ". Groups read each passage and sort the passages into "First-Person " or "Third-Person " categories. Each group will present their sorting and explain their reasoning. -Point</p>	IRA Fairy Tales Set	Story works - <a href="#">Pinocchio</a>	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>Freckle Targeted Assignment for standard RL.PP. 4.5</p> <p>Exit Ticket - Identify and compare and contrast the point of view of two short passages</p> <p>- Freckle Targeted Assignments RL.PP. 4.5</p>								
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		<p><b>4</b></p> <p><b>Continue Reading RL.PP. 4.5</b></p>	<p>I can compare and contrast the point of view of two fictional stories. I can compare and contrast how the narrator's point of view affects the story and explain how this impacts the reader's understanding of the characters, events, and overall story.</p>	<p>Suggested Theme</p> <ul style="list-style-type: none"> <li>- Abilities Awareness Month</li> <li>- Resilience</li> <li>- Interactive Read Aloud. Read aloud to the class, pausing to discuss the point of view.</li> <li>- Rewrite a Story Activity. Read a short story with the class, identifying the current point of view. Assign students the task of rewriting a portion of the story from the opposite point of view (e.g., if the original</li> </ul>	<p>IRA Emma nuel's Dream : The True Story of Emma nuel Ofo su Yeboah Six Dots: A Story of Young Louis Braille Rescu e &amp; Jessic a: A Life Chang ing Friend ship A Boy and Jaguar</p>	<p>Story works</p> <ul style="list-style-type: none"> <li>- <a href="#">Nothing Can Stop Him</a></li> <li>- <a href="#">The Fastest Woman in the World</a></li> <li>- <a href="#">The Boy Who Couldn't Smile</a></li> <li>- <a href="#">Designing For Difference</a></li> <li>- <a href="#">Meet Sofia Sanchez</a></li> <li>- <a href="#">Elementary DEI classroom</a></li> </ul>	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>Freckle Targeted Assignment for standard RL.PP. 4.5</p> <p>Exit Ticket - Identify then compare and contrast the point of view of two short passages</p>												
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is first-person, they rewrite it in third-person, and vice versa). Students share their rewritten passages with the class, discussing how the change in point of view affects the narrative.

- Provide students with prompts for writing journal entries from both first- and third-person perspectives (e.g., "Write about your day as if you are the main character" vs. "Write about your





		<p>how the graphics and visuals support a text's central ideas by providing evidence, clarifying concepts, or revealing new perspectives. I can use textual evidence to strengthen my analysis of how the visuals contribute to my overall understanding of the text.</p> <p>or biography that has a sequence of events. Students create a timeline to represent the key events and support the central idea of the text.</p> <p>- Provide students with informational texts that include charts and graphs. Students analyze the charts and graphs using the analysis worksheets to determine how they support the central ideas of the texts.</p>		<p><a href="#">Bugs</a> - <a href="#">Swarms of Terror</a> - <a href="#">Would You Squash This?</a> - <a href="#">Would You Eat Insects?</a> - <a href="#">The Day the Worms Moved In</a> - <a href="#">Save the Bees!</a></p>	<p>Response explaining how the graphics and visuals support the central idea of a literary text.</p>														
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3	<p><b>Vocabulary Focus for month L.VI.4.3 C</b></p> <p><b>New Reading RL.MF. 4.6</b></p>	<p>I can closely examine a literary text to pinpoint specific descriptions of characters, settings, or events, along with any directions or instructions that contribute to the overall image.</p> <p>I can recognize and explain the meaning of idioms. I can recognize and explain the meaning of adages.</p> <p>I can recognize and explain the meaning of proverbs.</p>	<p>Suggested Theme - Birds</p> <p>Provide students with text excerpts that vividly describe scenes, characters, or events. Students read the excerpts and create drawings that represent the descriptions.</p> <p>Students read a story or text with a clear sequence of events. They create a storyboard with panels that visually represent each part of the story, using specific descriptions</p>	<p>IRA On the Wing by David Elliott A Place to Start a Family : Poems About Creatures that Build Magnificent Birds On the Wing by Douglas Florian Parrots Over Puerto Rico</p>	<p>Story works - <a href="#">Savin</a> <a href="#">America's Eagle</a> - <a href="#">The Pigeon</a> <a href="#">Hero of World War 1</a></p>	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>Freckle Targeted assignment for L.VI.4.3.C - Explain Common Idioms, Adages, &amp; Proverbs</p> <p>Exit Ticket: Give students a short passage or poem from the IRA poems for the week and a related image after a lesson. Ask them to write a few sentences explaining how the picture represents the text.</p>								
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tions from the text. Students present their storyboards to the class, explaining how the text descriptions guided their drawings.

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Illustration: Have students create illustrations depicting idioms, adages, and proverbs found in the reading. This allows them to engage with the text visually and demonstrate their understanding.



<p style="text-align: center;"><b>4</b></p>	<p style="text-align: center;"><b>Continue Reading</b> <b>RL.MF. 4.6</b></p>	<p>I can explain how a visual or oral representation (like a painting, film adaptation, or dramatic performance) reflects or interprets the specific details and directions identified in the literary text. I can use evidence from both the text and the representation to support your analysis</p>	<p>Suggested Theme - Mysteries</p> <p>-During a read-aloud session, pause at key descriptive moments and ask students to quickly sketch what they think the scene or object looks like. Afterward, compare their drawings and discuss how different parts of the text led to other interpretations.</p> <p>- Students use a digital tool (like Google Slides) to create a</p>		<p>Story works - <a href="#">Special Collection: Gripping Mysteries</a></p>	<p>Daily Check for Understanding - Reading Fluency Checks</p> <p>-Exit Ticket - Provide students with descriptions or directions from a text and corresponding images. Ask them to match each description with the correct visual representation.</p>								
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multimedia presentation that combines text, images, and possibly voiceover to represent a passage from the text.

- Students read a short passage and then create a storyboard with illustrations that match the descriptions or directions from the text. Have students include a brief explanation of how the image connects to the text under each panel.

<p>May</p>	<p>1</p>	<p><b>New Reading RI.AA.4.7</b></p> <p><b>Review Standards needed for NJSLA</b></p>	<p>-I can recognize an author using facts, details, and explanations to support their ideas or reasoning within a text. -I can explain how the author's use of facts, details, and explanations contribute to their ideas or strengthen their reasoning. -I can consider how the author's evidence adds credibility, clarifies complex concepts, persuades the reader, or</p>	<p>Suggested Theme - Earth Day</p> <p>- Introduce the concept of an "Author's Toolbox" where students identify and categorize the tools (facts, details, explanations) that an author uses to develop ideas. They can then write a brief reflection on how effectively the author used these tools.</p> <p>- Students read a passage and then hunt for specific facts, details, and explanations</p>	<p>IRA- The Barefoot Book of Earth Poems</p> <p>Shape Me a Rhyme: Nature's Forms in Poetry</p> <p>Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles</p> <p>One Plastic Bag: Isatou Ceesay and the Recycling Woman of Gambia</p>	<p>Story works</p> <p>- <a href="#">Thee Animals Are Out of Trash</a></p> <p>- <a href="#">Water Bottle</a></p> <p>- <a href="#">Handy or Harmful?</a></p> <p>- <a href="#">Should Plastic Straws Be Banned?</a></p> <p>-<a href="#">How to Show Your Love for the Earth</a></p> <p><a href="#">More Earth Day From Story Works</a></p>	<p>Daily Check for Understanding</p> <p>- Reading Fluency Checks</p> <p>Freckle Targeted Assignment for standard RI.AA.4.7</p> <p><a href="#">The Amazon Freckle Assignment</a></p>												
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		<p>builds a strong argument.</p>	<p>the author uses to support a key idea or argument. Students can highlight these in the text and then write a short explanation of how each piece of evidence supports the author's reasoning.</p> <p>- Students work in pairs to compare facts with the explanations that follow them in the text. They discuss how each explanation expands on or clarifies the facts and why</p>												
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		<p>evidence clarifies complex concepts. -I can consider how the author's evidence persuades the reader. -I can consider how the author's evidence builds a strong argument.</p> <p>group can focus on a different paragraph or section of the text and then share their findings with the class. -After reading a persuasive text, students can prepare for a debate by identifying the facts, details, and explanations the author uses to support their argument.</p> <p>- Students read a text and investigate the author's purpose by identifying key facts, details, and</p>											
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and characters in the reading.  
- Activity : Students read informational texts on a similar topic (e.g., environmental issues, historical events, or cultural practices) from different cultures. They then fill out a comparison chart with columns for topic, main ideas, key details, cultural influences, and conclusions.  
-Set up stations around the classroom with excerpts from

read.

[Freckle Assignment](#)





4	<p>Continue Reading RL.CT. 4.8</p>	<p>-I can identify the theme, topic, pattern, event, literary text, author, and culture. -I can analyze recurring themes, topics, and patterns of events across literary texts from different cultures.</p>	<p>Suggested Theme - Asian/Pacific Islander Awareness - Cultural Exploration: Explore the cultural aspects of the text with students, discussing how cultural norms, traditions, and perspectives influence the events and characters in the reading. -After reading two stories from different cultures with similar themes (e.g., bravery, friendship, or honesty), student</p>	<p>IRA The Royal Bee Be Water, My Friend : The Early Years of Bruce Lee Rickshaw King for a Day Secret Kingdom: Nek Chand, a changing India, and a Hidden World of Art The Lotus Seed Red Butterfly: How a Princess Smuggles the Secret of Silk Out of China Heroes Mangoes, Mischiefs, and Tales of Friendship: Stories</p>	<p>Story works -AAPI Collection Elementary DEI Classroom</p>	<p>Daily Check for Understanding - Reading Fluency Checks - Evaluate student's ability to identify and differentiate each text's themes, topics, and patterns of events.</p>								
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		<p>culture s approach, explain , and present the identified themes , topics, and patterns.</p> <p>ers in the reading. - Students analyze how the author's cultural background influences the presentation of information in an informational text. They can look for biases and unique perspectives that reflect cultural values. After reading, they compare their findings with those of another text from a different culture. - Students identify key facts and details in</p>			<p>ation of facts, the author's viewpoint, and the cultural context . Students can answer these in writing or as part of a classroom discussion. - <a href="#">Freckle Assignment</a></p>								
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			<p>nt cultural perspe ctives, student s write an essay compa ring and contras ting the cultural impact on the presen tation of the topic. They can focus on the differe nces in tone, detail, and conclu sions</p>																	
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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
<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Introduce the concept of narrative point of view and differentiate between first- and third-person narrations.</p> <ul style="list-style-type: none"> <li>• <b>First-Person Narration:</b> Explain that in first-person narration, the story</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Modeling:</b> Read short examples of both first- and third-person narratives. Highlight and discuss the differences in how the story is told.</li> </ul>

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 third-person 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

		<p>two accounts of the same event or topic, discussing how the point of view influences the information presented.</p>
<p>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>	<p><b>Review Definitions and Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>Textual Descriptions:</b> Explain that textual descriptions provide details about people, places, events, and actions in a text.</li> <li>• <b>Directions:</b> Explain that directions in a text tell readers how to do something or guide them through a process.</li> <li>• <b>Visual Representation:</b> Introduce the idea that visual representations can include illustrations, diagrams, maps, or charts that depict what is described in the text.</li> <li>• <b>Oral Representation:</b> Explain that oral representations involve reading aloud or verbal explanations that bring the text to life.</li> </ul>	<p><b>-Modeling:</b> 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.</p> <p><b>-Text and Image Pairing:</b> Provide texts with accompanying images. Have students identify specific descriptions or directions in the text that match or explain the visuals.</p> <p><b>-Listening Comprehension:</b> Read aloud a passage that includes directions or descriptions, and have students create a drawing or diagram based on what they hear.</p> <p><b>-Text-Image Matching Stations:</b> 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.</p>
<p>Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p>	<p><b>Graphics and Visuals:</b> Explain that graphics and visuals include</p>	<ul style="list-style-type: none"> <li>• <b>Modeling:</b> Read a short informational text with</li> </ul>

	<p>illustrations, charts, graphs, diagrams, timelines, and animations, and these elements help to convey information in a visual format.</p>	<p>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.</p> <ul style="list-style-type: none"><li>• <b>Anchor Charts:</b> Create visual aids that outline the types of graphics and how they can be used to support central ideas in a text.</li><li>• <b>Graphic Analysis Worksheets:</b> 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.</li><li>• <b>Creative Projects:</b> 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.</li><li>• <b>Summative</b></li></ul>
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<p>Analyze how an author uses facts, details, and explanations to develop ideas or to support their reasoning.</p>	<ul style="list-style-type: none"> <li>• Introduce the concept of analyzing how an author uses facts, details, and explanations to support ideas or reasoning.</li> <li>• <b>Facts:</b> Define facts as statements that can be proven true and are used by authors to support their ideas.</li> <li>• <b>Details:</b> Explain that details are specific pieces of information that provide more depth or clarify the author's points.</li> <li>• <b>Explanations:</b> Describe explanations as the author's way of interpreting or clarifying facts and details to support their ideas or arguments.</li> </ul>	<p><b>Modeling:</b> Read a short passage that includes facts, details, and explanations. Discuss how each element is used to support the author's main idea or reasoning.</p> <p><b>Guided Practice:</b> Work with students in small groups to identify facts, details, and explanations in a text. Have them discuss how these elements contribute to the development of the author's ideas or support their reasoning.</p> <p><b>Close Reading:</b> Engage students in close reading activities where they focus on identifying and analyzing the use of facts, details, and explanations. Encourage them to annotate the text, highlighting key elements and writing notes about how they contribute to the author's reasoning.</p> <p><b>Debate and Discussion:</b> Organize debates or discussions where students must defend a position using facts, details, and explanations from a text. This helps them see how authors use</p>

		these elements to strengthen arguments.
<p>Compare and contrast the treatment of similar themes, topics, and patterns of events in literary and informational texts from authors of different cultures.</p>	<p><b>Definitions and Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>Themes:</b> Define themes as the underlying messages or central ideas that run through a text, such as friendship, courage, or justice.</li> <li>• <b>Topics:</b> Explain that topics are the subjects or main ideas around which a text is centered, such as family, nature, or history.</li> <li>• <b>Patterns of Events:</b> Describe patterns of events as the sequence or structure of events that occur in a narrative or informational text.</li> <li>• <b>Cultural Context:</b> Discuss how authors from different cultures may approach similar themes, topics, or events in unique ways, influenced by their cultural backgrounds.</li> </ul>	<p><b>Modeling:</b> 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.</p> <p><b>Venn Diagrams:</b> 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.</p> <p><b>Cultural Exploration:</b> 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.</p> <p><b>Class Discussions:</b> 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.</p>



## Career Awareness, Exploration, Preparation, and Training

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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

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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.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.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.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

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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.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.