ReadyGEN -- Fourth Grade Unit 3

Content Area: **Reading**
Course(s):
Time Period: **March**
Length: **13 Weeks**
Status: **Published**

Enduring Understandings

~ Readers understand that different types of texts can be used to analyze similar topics and ideas.

~ Learners understand that science is a newer method of explaining natural phenomena.

~ Readers understand that specific strategies can be sued to help them understand what they read.

~ Learners understand the effects of changes in nature on both the environment and people.

Priority Standards

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Unit Overview

Daily 5 routines will continue to be implemented in the classroom as we cover ReadyGEN -- Unit 3 (Modules A and B) . Teachers will utilize ReadyGEN as their primary resource for reading instruction. Outside resources including novels, digital resources, and teacher-created materials may be supplemented to cover the necessary content as a reinforcement to the ReadyGEN materials. In terms of assessment, the following will be administered -- Selection Tests for the anchor and supporting texts and the Unit 3 Summative Assessment (Module A and B). Teachers should also use this time to continue their small group routines and may use Daily 5 with any adaptations necessary (i.e. -- some days may use 3 or 4 of the Daily 5 routines) to teach this Curriculum.

Number of Instructional Days: 60

Unit 3 -- Module A	ReadyGEN Lessons	Word Analysis	Reading/Instructional Focus	Independent Reading	Small Group Options
Weeks 1-2	Lessons 1-6 **Earthquakes**	Multiple Meaning Words	Main Idea, Compare/Contrast	Independence, Comprehension, Engagement and Identity, Critical Thinking, Vocab.	**Leveled Text Library:** "The Peninsula Surprise" 570L, "Volcanoes and Gian Tarantulas" 690L: "The Last Mile" 660L, "Tommy and the Tornado" 10L, "The Anasazi: The Ancient Builders" 620L, "Volcanoes" 860L, "Baby Windy" 20L, "Sever Weather: Storms" 900L, "Danger: The World is Getting Hot" 930L, "Weather Forecasting" 960L, "Greek Myths: 790L,
Weeks 3-4	Lessons 7-12 **Quake**	Suffixes -ian, -ist, -ism; Latin Roots aqua, dict	Inferencing, Fig. Language, Plot/Character	Stamina, Critical Thinking, Comprehension, Vocab, Independence	
Week 5	Lesson 13 **Earthquakes** and **Quake**	Latin Roots aqua dict	Compare Across Texts	Engagement and Identity, Comprehension	
Week 6	Lessons 14-15 **"Earthshaker's Bad Day'**: **"The Monster Beneath the Sea"**	Latin Roots aqua, dict	Plot, Mythology	Engagement and Identity, Vocabulary, Critical Thinking	
Week 6	Lesson 16 - 18 **Earthquakes**, **"Earthshaker's Bad Day"**; **"The Monster Beneath the Sea"**	Prefixes im-. ir-	Summarize Texts; Compare and Contrast Texts on a Similar Topic; Compare and Integrate Information	Stamina, Comprehension, Critical Thinking	

					"operactin Inspiration: 930L, "Pompeii, The Lost City" 940L, "Storm Chasers" 950L, "Storm chasing Challenges" 990L **Sleuth**: "Crater Lake" 910L, "An Amazing Discoer" 890L
Unit 3 - Module B	**ReadyGEN Lessons**	**Word Analysis**	**Reading/Instructional Focus**	**Independent Reading**	**Small Group Options**
Weeks 7-8	Lessons 1-8 <u>**Anatomy of a Volcanic Eruption**</u>	Greek and Latin Prefixes trans-, tele-, amphi-, anti-; synonyms and antonyms	main idea, scientific texts, text features, **cause and effect. Author's Purpose**	Independence, Critical Thinking, Comprehension, Fluency, Engagement and Identity, Vocabulary	**Leveled Text Library:** "The Peninsula Surprise" 570L, "Volcanoes and Gian Tarantulas" 690L: "The Last Mile" 660L, "Tommy and the Tornado" 10L, "The Anasazi: The Ancient Builders" 620L, "Volcanoes" 860L,
Week 9	Lessons 9-10 'Escape from Pompeii'	Synonyms and Antonyms	Character/Plot	Stamina, Vocab knowledge, Independence, Comprehension	
Week 10	Lesson 11 <u>**Anatomy of a Volcanic Eruption;**</u> 'Escape from Pompeii'	Words from French	**Compare Firsthand and Secondhand Accounts**	Independence, Critical Thinking	
Week 11	Lessons 12-15 <u>**A Tsunami Unfolds**</u>	Words from French	Firsthand and Secondhand Accounts, Scientific Concepts, Cause and Effect	Independence, Comprehension, Engagement and Identity,	

				Fluency, Vocabulary, Critical Thinking	"Baby Windy" 20L, "Sever Weather: Storms" 900L, "Danger: The World is Getting Hot" 930L, "Weather Forecasting" 960L, "Greek Myths: 790L, "operactin Inspiration: 930L, "Pompeii, The Lost City" 940L, "Storm Chasers" 950L, "Storm chasing Challenges" 990L
Week 12	Lesson 16 **Anatomy of a Volcanic Eruption; A Tsunami Unfolds**	Suffixes -ous, -able, -ible	Compare Firsthand and Secondhand Accounts	Stamina, Vocabulary	
Week 13	Lessons 17-18 **Anatomy of a Volcanic Eruption; A Tsunami Unfolds; 'Escape from Pompeii'**	Suffixes -ous, -able, -ible	Compare Firsthand and Secondhand Accounts; Integrate Information from Multiple Texts	Stamina, Critical Thinking	**Sleuth**: "The Layering Effect" 820L, "Rocking It" 630L

Unit Learning Goals

Unit Learning Goals -- ReadyGEN -- Unit 3 Module A

Focus Week in ReadyGEN	Content Focus	NJSLS Priority Standard	Learning Goals: SWBAT:	Learning Targets
1-2	**Context Clues**	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Level 4 I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. Level 3 I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b)

				Level 2 I can demonstrate the use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
	Main Idea	RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Level 4 I can determine the 2 or more main ideas of a text by explaining how they are supported by key details. I can analyze how effectively the key details support the main idea(s). I can analyze multiple summaries of the same nonfiction text for their effectiveness. Level 3 I can determine the main idea of a text. I can explain how the main idea is supported by key details. I can summarize a text concisely. Level 2 I can identify details that support a teacher-provided main idea of a text. I can summarize a text using a graphic organizer.
	Compare and Contrast	RI.4.5: Describe the overall structure (e.g.,	Describe the overall structure (e.g., chronology,	Level 4 I can analyze how the

		chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	structure of a text affects the meaning of it. I can predict how the meaning might change if the structure changed. I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts. Level 3 I can describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Level 2 I can define various text structures.
3-4	**Figurative Language**	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language. Demonstrate understanding of word relationships. Demonstrate understanding of nuances in word meaning.	Level 4 I can explain the meaning of complex similes and metaphors in context. I can identify and explain the meaning of other types of figurative language (e.g. alliteration, hyperbole, onomatopoeia, personification). I can consistently and effectively apply figurative language at

				or above grade level in my own speaking or writing.
				I can use the additional word relationships (e.g. homographs, homophones) between particular words to better understand each of the words.
				Level 3 I can explain the meaning of simple similes and metaphors in context. (L.4.5.a) I can recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5.b) I can demonstrate understanding of grade-appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.c)
				Level 2 I can identify similes and metaphors. I can explain the meaning of simple similes and metaphors in isolation. I can identify idioms, adages, and proverbs. I can identify synonyms and

				antonyms.
Context Clues		L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown <u>and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</u>	<u>Level 4</u> I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. <u>Level 3</u> I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b) Level 2 I can demonstrate the

				use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
	Character/Plot	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<u>Level 4</u> I can compare/contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text (for example, how characters interact). <u>Level 3</u> I can describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example, a character's thoughts, words, or actions). <u>Level 2</u> I can recognize or recall specific characters, settings, or events from a story or drama. I can Identify details that support the description of a character, setting, or event in a story or drama.
5-6	**Compare across Texts**	RL4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and	Level 4 I can evaluate or critique the effectiveness of how stories in the same genre approach similar themes and topics.

		adventure stories) on their approaches to similar themes and topics.	adventure stories) on their approaches to similar themes and topics.	**Level 3** I can compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Level 2** I can identify examples of themes, topics, and patterns of events in stories, myths, and traditional literature.
	Plot/Mythology	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Level 4 I can compare/contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text (for example, how characters interact). Level 3 I can describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example, a character's thoughts, words, or actions).

				I can recognize or recall specific characters, settings, or events from a story or drama. I can Identify details that support the description of a character, setting, or event in a story or drama.
Context Clues		L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	 I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of unknown words. I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can generate and define nonsense words using Greek and Latin affixes and roots. I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a) I can use common, grade-appropriate

				Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b) Level 2 I can demonstrate the use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
6	**Compare Across Texts**	RL4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Level 4 I can evaluate or critique the effectiveness of how stories in the same genre approach similar themes and topics. Level 3 I can compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

				Level 2 I can identify examples of themes, topics, and patterns of events in stories, myths, and traditional literature.

Unit Learning Goals -- ReadyGEN -- Unit 3 Module B

| 7-8 | Scientific Texts | RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | |
| | Main Idea | RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Level 4

I can determine the 2 or more main ideas of a text by explaining how they are supported by key details.

I can analyze how effectively the key details support the main idea(s).

I can analyze multiple summaries of the same nonfiction text for their effectiveness.

Level 3

I can determine the main idea of a text.

I can explain how the main idea is supported by key details.

I can summarize a text |

				concisely.
				Level 2
				I can identify details that support a teacher-provided main idea of a text.
				I can summarize a text using a graphic organizer.
	Text Features			
	Cause and Effect	RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	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.	Level 4 I can analyze how the structure of a text affects the meaning of it. I can predict how the meaning might change if the structure changed. I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts. Level 3 I can describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Level 2 I can define various text structures.
	Context Clues	L.4.4 Determine or clarify the meaning	Determine or clarify the meaning	Level 4

| | | of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies | of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies | I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.

I can explain how I use context to determine the meaning of unknown words.

I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

I can generate and define nonsense words using Greek and Latin affixes and roots.

Level 3

I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a)

I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b)

Level 2

I can demonstrate the use of context clues using structured |

				sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
9	**Character/Plot**	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Level 4 I can compare/contrast two or more characters, settings, or events in a story or drama drawing on specific details in the text (for example, how characters interact). Level 3 I can describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example, a character's thoughts, words, or actions). Level 2 I can recognize or recall specific characters, settings, or events from a story or drama. I can Identify details that support the description of a character, setting, or event in a story or drama.
	Context Clues	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	Level 4 I can independently and consistently use multiple strategies to determine the meaning of unknown words in context. I can explain how I use context to determine the meaning of

				unknown words.
				I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
				I can generate and define nonsense words using Greek and Latin affixes and roots.
				Level 3
				I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a)
				I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b)
				Level 2
				I can demonstrate the use of context clues using structured sentences in isolation.
				I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
10	**Compare Firsthand and Secondhand Account**	RI4.6 Compare and contrast a firsthand and secondhand account of the	Compare and contrast a firsthand and secondhand account of the	**Level 4** Compare and contrast a firsthand and

		same event or topic; describe the differences in focus and the information provided.	same event or topic; describe the differences in focus and the information provided.	secondhand account of the same event or topic; describe the differences in focus and the information provided of an above-grade level text.. (R.I 4.6)
				Level 3

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Level 2

Students will recognize specific vocabulary including: Account, compare, contrast, event, firsthand, first person, focus, narrator, narration, point of view, secondhand, third person, topic

- Recognize or recall the difference between first and third person narrations in grade appropriate text

- Describe firsthand and secondhand |

				accounts of the same event
11	**Compare Firsthand and Secondhand Account**	RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	Scientific Concepts	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
	Cause and Effect	RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	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	Level 4

I can analyze how the structure of a text affects the meaning of it.

I can predict how the meaning might change if the structure changed.

I can compare and contrast the overall structure of events, ideas, concepts or information in two or more nonfiction texts.

Level 3

I can describe the overall structure (for example, chronology, |

				comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
				Level 2
				I can define various text structures.
Context Clues		L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	Level 4
				I can independently and consistently use multiple strategies to determine the meaning of unknown words in context.
				I can explain how I use context to determine the meaning of unknown words.
				I can explain how I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
				I can generate and define nonsense words using Greek and Latin affixes and roots.
				Level 3
				I can use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a)
				I can use common, grade-appropriate Greek and Latin

				affixes and roots as clues to the meaning of a word (e.g, telegraph, photograph, autograph). (L.4.4.b) Level 2 I can demonstrate the use of context clues using structured sentences in isolation. I can recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots.
12-13	**Compare Firsthand and Secondhand Accounts: Compare Information Across Texts**	RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Level 4 I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from three or more texts on the same topic in order to write or speak about the subject knowledgeably. I can compare and contrast one author's presentation of events with that of another (for example, a memoir written by and a biography on the same person).

				Level 3
				I can integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. Level 2 I can identify important information from two texts about the same topic. I can utilize information from a single text in order to write or speak about the subject knowledgeably.

Materials and Resources

- 2016 ReadyGEN Grade 4
- https://www.savvasrealize.com/dashboard/viewer
- https://www.thedailycafe.com/daily-5
- Lit Circles/Novel Studies
- Literature Circles
- Quizlet/Kahoot
- Reader's Writer's Handbook
- ReadyGEN Assessment Book
- ReadyGEN Leveled Library
- ReadyGEN Reader's and Writer's Journal Teacher's Guide
- ReadyGEN Scaffolded Strategies Handbook
- ReadyGEN Sleuth Magazine
- ReadyGEN Text Collection

- ReadyGEN Trade books

Unit Learning Targets

- I can analyze multiple summaries of the same nonfiction text for their effectiveness.
- I can compare and contrast c two or more characters, settings, or events in a story or drama drawing specific details in the text (for example, how characters interact).
- I can compare and contrast details in a fictional text.
- I can compare and contrast details in a non-fiction text.
- I can consistently and effectively apply figurative language at or above grade level in m own speaking or writing.
- I can describe how a narrator's or speaker's point o view influences how events are described in a text.
- I can explain how an account can be represented differently depending upon whether it is a firsthand or secondhand account.
- I can explain the meaning of similes and metaphors and how they enhance the text.
- I can identify and explain the plot of a story.
- I can identify cause and effect relationships in a non-fiction text.
- I can identify character traits.
- I can identify details that support the description of a character, setting, or event in a story or drama.
- I can identify key details in the text to help support the main idea.
- I can identify similes and metaphors.
- I can integrate information across two or more texts.
- I can quote accurately from a text when explaining what the text says explicityly and when drawing inferences from the text.
- I can quote accurately from a text when explaining what the text says explicityly and when drawing inferences from the text.
- I can use details from the text to explain to make inferences.
- I recognize the difference between a firsthand and secondhand account.

Strategies for English Language Learners

- Instruction in native language when needed
- Pre teach new vocabulary
- Preferential seating
- Provide desk alphabet strip
- Small group or individualized instruction
- Use of Google Translate
- Utilize visual aids

Strategies for Students in Need of Intervention

- Assign key words to help remember meaning of skills
- Centers to reinforce skill insruction/skillenrichment
- Character Scavenger Hung
- Highlight Key Terms
- Provide/draw pictures to illustrate meaning of idioms/figurative language
- Research a favorite genre from the unit and create a Google Slide
- Rewrite a story from antoher character's point of view
- Role play different characers.
- Tiered Lessons/Activities
- Use graphic organizers (ex. Venn Diagram, Cause/Effect Charts)
- Use of academic games
- Use of Daily 5 (Include a Level Up)
- Use of leveled readers
- Use of visual aids (Anchor Charts, PowerPoints, etc.)
- Utilize audiobook websites/listen to reading websites
- Utilize flexible grouping as needed based on ability, intereste, need, etc.
- Vocabulary matching words to definitions

Strategies for Enrichment

- Do an author study
- Educational game
- Instructional Daily 5 Literacy based centers
- Level Up Challenges
- Read above level texts to practice comprehension skills
- Small group instruction
- Study figurative language in the day's assigned reading.
- Use of mini projects focused on comprehension skills -- theme, main idea, compare and contrast, cause and effect, etc.

Unit Assessments

- Anchor Texts Selection Tests
- iReady Testing
- Unit 3 Assessment -- Modules A and B

Technology Integration

- booktaco.com

- http://www.bookadventure.com/home.aspx -- Unit 2 -- track reading progress
- http://www.readingrockets.org/article/root-words-roots-and-affixes
- http://www.readworks.org -- Unit 2 & 3 -- Read to Others
- http://www.thecurriculumcorner.com/thecurriculumcorner456/point-of-view-mini-unit/ -- Unit 2--POV
- https://global-zone05.renaissance-go.com/
- https://learnzillion.com/lesson_plans/7524-determine-the-author-s-point-of-view-and-distinguish-it-from-your-own#lesson -- Unit 2-- POV
- https://www.savvasrealize.com/dashboard/viewer

Cross Curricular Connections

- Module A -- Science Connection -- Earthquakes, Quake
- Module B -- Science Connection -- Anatomy of a Volcanic Eruption, A Tsunami Unfolds

Career Awareness, Life Literacies and Key Skills

TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
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).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.