

Grade 4 Reading

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **Academic Year**
Status: **Published**

Overview of 4th Grade Reading Units

Throughout the year, students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read various genres that will immerse them in different cultures and time periods to explore that everyone has a story to tell. By comparing and contrasting the structure of fiction and nonfiction, students will learn how reading each may require a different mindset that is developed by setting a purpose for reading. Students will explore how authors fine-tune their craft through word choice and establish a point of view. All stories, both fiction and nonfiction, convey a message about the world and our place in it. Students will reflect on themselves as readers and share their thoughts in various writing projects to explain their thinking and understanding. By the end of 4th grade, students will grow their foundational skills of reading behaviors and reflect on themselves as active readers.

Unit 1: Living a Reading Life

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

Students will begin to read a variety of texts in order to improve their reading fluency and comprehension. Students will understand reading is more than sounding out words. Reading involves thinking and being present and active in the process. Students will understand that authors and illustrators have a purpose behind their writing that involves teaching a life lesson. The text sets include Friendship and Figuring Out Who You Are. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as readers. Students will demonstrate proper procedures during the literacy block.

Essential Questions

- What does it mean to be a good friend?
- Why is it important to always be yourself?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 1 Benchmark, BAS, Reading Records, cold read assessments

Enduring Understandings

- Being a respectful member of the Classroom Community.
- The importance of thinking while reading.
- Books are written within a genre category that is more than Fiction and Non-fiction.
- Books can be a reflection of ourselves.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop

- Reader's Notebook
- Book Talk
- Fluency
- Genre study
- Using Reading Notebook
- Achieve 3000
- Storyworks fiction, nonfiction, & paired texts
- Guided Reading books

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Friendship*
- *Figuring Out Who You Are*

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- I Survived ... by Lauren Tarshis
- Matilda by Roald Dahl
- How to Steal a Dog by Barbara O'Connor

- Inside Out and Back Again by Thanhhai Lai
- Fish in a Tree by Lynda Mullaly Hunt

Chart paper & drawing materials

Readers Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Identify student reading levels <i>2 weeks</i>	Ask and answer questions, make relevant connections to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers	Administer Benchmark Assessment System (BAS)	BAS Assessment	L.RF.4.3 L.RF.4.4 L.KL.4.1 L.VL.4.2 L.VI.4.3 RL.CR.4.1 RI.CR.4.1 RL.CI.4.2 RI.CI.4.2 RL.IT.4.3 RI.IT.4.3 RI.TS.4.4 RL.PP.4.5 RI.MF.4.6 RI.MF.4.6
Building a Classroom Community <i>1 week</i>	-Creating a warm, inviting, well-organized classroom in which students take ownership of their space and materials -Demonstrate expectations for listening during whole or small group instruction	Mini Lesson (MGT.U1.RML 1/3/4 pg 84-85; 88-91) Chart classroom rules and procedures Mini Lesson (MGT.U1.RML 2 pg 86-87) Get to your classmates Mini Lesson (MGT.U1.RML 5 pg 92-93) Chart problem solving strategies within the classroom community to build independence and self-	-Observation through discussion/anecdotal notes -Respond to reading independent and shared writing activities -Graphic organizers -Exit Tickets	SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6

		<p>reliance</p> <p>Mini Lesson (MGT.U1.RML 6/7 94-97)</p> <p>Through IRAs, discuss how words and actions affect others and how to build an inclusive environment</p>		
<p>Daily 3/ Reading Workshop 2 weeks</p>	<p>-Learn expectations during independent reading and writing</p> <p>-Discuss that reading is more than reading words on a page</p> <p>-Model how to use the classroom library and book borrowing procedures</p> <p>-Understand the importance of a good fit book</p> <p>-Discuss expectations for accountable talk about independent reading</p>	<p>Mini Lesson (MGT.U2.RML 1/2 100-103)</p> <p>Discuss Metacognition and how “reading is thinking”.</p> <p>Create anchor chart with students to show reading strategies to use.</p> <p>Turn and talk about their feelings on reading</p> <p>Mini-Lesson (MGT.U2.RML 3/4 pg 104-107)</p> <p>-Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags</p> <p>Mini-Lessons (MGT.U2.RML5 108-109; 112-123)</p> <p>- Learn how to pick a good fit book and its importance</p> <p>Classroom library</p> <p>Media Center</p> <p>Friend suggestions through book talks</p> <p>Mini-Lessons (MGT.U2.RML 120-123)</p> <p>Model expectations during independent reading time to share accountable talk. Create an anchor chart.</p> <p>Location in the room</p> <p>Noise level</p> <p>Goal setting & daily reading</p> <p>Mini-Lesson</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Respond to reading independent and shared writing activities</p> <p>-Reading interest surveys</p> <p>-Exit Tickets</p>	<p>L.RF.4.3</p> <p>L.RF.4.4</p> <p>SL.PE.4.1</p> <p>SL.II.4.2</p> <p>SL.ES.4.3</p> <p>SL.PI.4.4</p> <p>SL.AS.4.6</p>

	<p>-Discuss the appropriate times to interrupt small group instruction</p> <p>-Students will learn different aspects of Daily 3/Reading Workshop</p>	<p>Teacher will create an anchor chart to illustrate the appropriate times to interrupt small group instruction. Teacher will introduce visual small group reminders (chime, light, etc.).</p> <p>Mini-Lesson Introduce how to do Word Work, Achieve 3000, and writing about reading</p>		
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Interactive Read Aloud

IRA TEXT SET (pair one with RML)	<p>IRA(Interactive Read Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <p>Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)</p>	<p>-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal</p> <p>-Observation through discussion/anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>-Graphic Organizers</p> <p>-Exit Tickets</p>	<p>L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.C M.1-4 SOC.6.1.5.CIVICS.D P.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1 SOC.6.1.5.PR.1,3 SOC.6.1.5.HISTORY. CC.2 SOC.6.1.5.HISTORY. UP5-7</p>
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<i>Friendship</i>	<p>-Notice and understand themes reflecting important social issues</p> <p>-Understand the symbolism of the fence</p> <p>-Notice and understand characteristics of realistic fiction</p> <p>-Infer author's</p>	<p>The Other Side</p> <p>Better Than You</p>		
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<p>Figuring Out Who You Are</p>	<p>-Notice and understand the characteristics of some specific nonfiction genres (autobiography) -Infer the meaning that people cannot be broken, just misunderstood -Understand and appreciate the link between the author's stutter and his connection with jaguars</p> <p>-Infer the writer's message and attitude about heroes and heroic behavior</p> <p>-Infer the writer's message and attitude about cultural barriers and welcoming others</p> <p>-Infer the writer's message and attitude about bullying, self-acceptance, and overcoming challenges and make personal connections</p> <p>-Understand that the meaning of a story can be applied to their own lives</p>	<p>A Boy and a Jaguar</p> <p>Heroes</p> <p>La Mariposa</p> <p>The Junkyard Wonders</p> <p>The Gold-Threaded Dress</p>		

	-Infer character's intentions, feelings, and motivations as revealed through their thought, dialogue, and behavior			
Reading Mini-Lessons (one a day)				
Understanding Fiction and Nonfiction Genres <i>½ week</i>	<p>-Understand that there are different genres of fiction texts that fall within the broader category of realism or fantasy</p> <p>-Understand that there are different types of traditional literature</p> <p>-Understand that there are different types genres of nonfiction texts</p> <p>-Notice and understand the characteristics of hybrid books</p>	<p>Mini-Lesson (LA.U5.RML 1 pg 178-179)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U5.RML 2 pg 180-181)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U5.RML 3 pg 182-183)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U5.RML 4 pg 184-185)</p> <p>Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RL.CR.4.1 RI.CR.4.1 RL.PP.4.5 RI.PP.4.5 RL.TS.4.5 RI.TS.4.4 LA.RF4.4A</p>
Reading Graphic Novels <i>½ week</i>	-Study the illustrations closely to understand the meaning of the text	<p>Mini-Lesson (LA.U4.RML 1 pg 168-169)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply 		<p>RL.CR.4.1 RI.CR.4.1 RL.PP.4.5 RI.PP.4.5 RL.TS.4.5 RI.TS.4.4</p>

	<p>-Notice and understand the function of panels, gutters, and pictures in graphic text and the author/illustrator's craft in creating them</p> <p>-Notice and understand the use of speech and thought bubbles, letter, narrative boxes, and sound words to create narration, sound, and dialogue in a graphic text</p> <p>-Notice how the author/illustrator uses color and line</p>	<ul style="list-style-type: none"> • Share <p>Mini-Lesson (LA.U4.RML 2 pg 170-171)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U4.RML 3 pg 172-173)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U4.RML 4 pg 174-175)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		<p>LA.RF4.4A RL.MF.4.6</p>
<p>Introducing a Reading notebook <i>1 week</i></p>	<p>-Understand that a reader's notebook is a special place to collect thinking about books that have been read</p> <p>-Record the book title, author, genre or form, the level of challenge the book provided, and the date it was complete in the reader's notebook</p>	<p>Mini-Lesson (WAR.U1.RML1 pg 564-565)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (WAR.U1.RML2 pg 566-567)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (WAR.U1.RML3 pg 568-569)</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>W.WP.4.4 W.SE.4.6 W.RW.4.7</p>

	<p>-Keep track of the number of books read in a particular genre or form</p> <p>-Learn and develop the guidelines for working together in the classroom</p>	<ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (WAR.U1.RML4 pg 570-571)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 		
<p>Comparing texts</p> <p>1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Compose a comparison essay</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea [LA.U9.RML4] ○ Character Comparison [LA.U26.RML3] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-5, WAR.U5.RML1-9] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.4.6</p> <p>RL.CT.4.8</p> <p>RI.IT.4.3</p> <p>RI.PP.4.5</p> <p>RI.CT.4.8</p> <p>W.WP.4.4</p> <p>W.RW.4.7</p> <p>W.WR.4.5</p> <p>W.SE.4.6</p>

ELA.L.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

ELA.L.RF.4.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression.

ELA.L.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

ELA.L.WF.4.2.C

Spell grade-appropriate words correctly, consulting references as needed.

ELA.L.WF.4.3.A

Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

ELA.L.WF.4.3.F

Capitalize the first word in quotations as appropriate, capitalize other important words

(e.g., section headings).

ELA.L.WF.4.3.G	Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
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.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
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.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations

	of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade level texts available for Independent Daily Reading

Suggested Technological Innovations/Use

Digital Reading options: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures or historical figures around the World based off IRAs.

Science-Research rocks/minerals, energy, disasters, animals, and plants from IRAs

Math- create graphs and charts based on independent reading genres as well as IRA.

Technology- create video book talks, digital magazines about topics in IRAs.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 2: Understanding Others Brings Us Together

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read memoirs to explore that everyone has a story to tell. Students will explore how authors fine-tune their craft through word choice and establish a point of view. All stories, both fiction and nonfiction, convey a message about the world and our place in it. Students will reflect on themselves as readers and share their thoughts in letter writing. The text sets include Empathy, Memoirs, and Author Study on Allen Say. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Everyone has a story to tell.
- Writers have a style that is their own.
- All texts, fiction and nonfiction, have a purpose and a message to share.
- Sharing our thinking about books helps to build a community of readers.

Essential Questions

- Why is it important to try to understand the feelings of others?
- How can the moments of a writer's life become compelling stories?
- How do writer's learn lessons from their own lives and prior experiences?
- How does reflecting on what I read help me become a better reader?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 1 Benchmark, BAS, Reading Records, cold read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided

Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Memoir study
- Author's purpose (Fiction & Nonfiction)
- Message/Theme/Main Idea (overview)
- Point of view
- Summarize
- Achieve 3000
- Storyworks fiction, nonfiction, & paired texts
- Guided Reading books

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Empathy*
- *Memoir*
- *Author Study: Allen Say*

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- I Survived ... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Interactive Read Aloud				
IRA TEXT SET (pair one with RML)	IRA(Interactive Read Aloud): Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)		-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers -Exit Tickets	L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM. 1-4 SOC.6.1.5.CIVICS.DP. 1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1

			<p>SOC.6.1.5.PR.1,3</p> <p>SOC.6.1.5.HISTORY.C C.2</p> <p>SOC.6.1.5.HISTORY.U P5-7</p>
Empathy	<p>-Notice and understand conflict and how it is resolved</p> <p>-Notice how the author uses internal as well as spoken dialogue to reveal characters' feelings and motivations</p> <p>-Extend understanding to a culture different from the students' own culture</p> <p>-Infer the larger messages about empathy, valuing nature, and working together while making connections across texts</p> <p>-Notice and understand the features of a</p>	<p>A Boy and a Whale</p> <p>A Symphony of Whales</p> <p>Step Right Up</p> <p>The Crane Wife</p>	

	<p>biography -Recognize causes and effects in experiences of Doc Key</p> <p>-Identify characteristics of folktales -Notice character changes that occur in Osamu</p>			
<p>Memoir</p>	<p>-Notice and understand the characteristics of memoirs, and identify the focus of Ehlert's memoir</p> <p>-Infer the themes and messages in a memoir and understand the relevance to their own lives</p> <p>-Notice literary language that expresses the author's feelings about an experience</p> <p>-Identify the author's</p>	<p>The Scraps Books: Notes from a Colorful Life</p> <p>Play Ball!</p> <p>The Upside Down Boy</p> <p>Twelve Kinds of Ice</p>		

	<p>reason for writing <i>Twelve Kinds of Ice</i></p> <ul style="list-style-type: none"> -Sustain attention for a longer text that requires several days to finish 			
<p>Author Study: Allen Say</p>	<ul style="list-style-type: none"> -Use evidence from the text and illustrations to infer character's feelings -Notice how details in the illustrations reflect setting and culture -Infer characters' feelings and relationships as revealed through thought, dialogue, and behavior -Infer May's feelings from text and details in the illustrations -Use the illustrations to understand a setting that is distant in 	<p>The Bicycle Man</p> <p>The Lost Lake</p> <p>Tea with Milk</p> <p>The Sign Painter</p> <p>Kamishibai Man</p>		

time and
place from
students'
experiences

-Make
inferences
about
characters
and story
events
-Infer the
book's
deeper
messages
about
following
dreams

-Recognize a
story-within-
a-story text
structure
that includes
a flashback to
the past
-Follow the
story as it
switches
from the
present to
the past and
back to the
present

Reading Mini-Lessons (one a day)

<p>Thinking about the Author's Purpose/Message 1 week</p>	<p>-Infer the author's purpose in writing a text</p> <p>-Infer messages in a work of fiction</p> <p>-Infer messages in a work of nonfiction</p>	<p>Mini-Lesson (LA.U8.RML 1 pgs 214-215) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U8.RML 2 pgs 216-217) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U8.RML 3 pgs 218-219) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RL.CR.4.1 RL.CI.4.2 RL.PP.4.5 RI.CR.4.1 RI.CL.4.2 RI.PP.4.5 RL.CT.4.8 RI.CT.4.8 W.WP.4.4 W.RW.4.7</p>
<p>Analyzing Author's Craft in Fiction Books 2-4 days</p>	<p>-Notice the narrator and the perspective of a story</p> <p>-Think critically about the authenticity and appeal of the narrator's voice</p>	<p>Mini-Lesson (LA.U28.RML 3 pgs 478-479) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U8.RML 4 pgs 480-481) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RL.CR.4.1 RL.CI.4.2 LA.RL.4.6 RI.CR.4.1 RI.CI.4.2 RI. 4.6 RL.CT.4.8 RI.CT.4.8 W.WP.4.4 W.RW.4.7</p>

<p>Studying Memoir 1 week</p>	<p>-Notice and understand the characteristics of memoir as a genre</p> <p>-Construct a working definition of a memoir</p> <p>-Understand that memoir writers tell about a memory of a time, place, person, or event in their lives and why it is important to them</p> <p>-Understand that a memoir often is written from the author's point of view or perspective</p> <p>-Understand that memoir text often have a</p>	<p>Mini-Lesson (LA.U13.RML 1 pgs 280-281) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U13.RML 2 pgs 282-283) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U13.RML 3 pgs 284-285) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U13.RML 4 pgs 286-287) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U13.RML 5 pgs 288-289) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U13.RML</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RL.CR.4.1</p> <p>RL.CI.4.2</p> <p>RL.IT.4.3</p> <p>RL.TS.4.4</p> <p>RL.PP.4.5</p> <p>RL.AA.4.7</p> <p>RL.CT.4.8</p> <p>RI.CR.4.1</p> <p>RI.CI.4.2</p> <p>RI.IT.4.3</p> <p>RI.TS.4.4</p> <p>RI.PP.4.5</p> <p>RI.AA.R.7</p> <p>RI.CT.4.8</p> <p>W.WP.4.4</p> <p>W.RW.4.7</p>
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	<p>turning point, or a point when an important decision is made</p> <p>-Understand that memoir writers usually have a larger message that they are communicating through their story</p>	<p>6 pgs 290-291)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>		
<p>Writing Letters to Share</p> <p>Thinking About Books</p> <p>2 days</p>	<p>-Understand some of the different ways to share thinking about books in a letter</p> <p>-Provide evidence from the text or personal</p>	<p>Mini-Lesson (WAR.U3.RML 1 pgs 582-583)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini-Lesson (WAR.U3.RML 2 pgs 584-585)</p> <p>Mini Lesson</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>W.WR.4.5</p> <p>W.WP.4.4</p> <p>W.RW.4.7</p>

	experience to support written statements about a text	Have a Try Summarize and Apply Share		
Comparing Texts <i>1 week</i>	-Different texts can have the same theme or main idea -Notice how characters may see things differently from another character - Use a grid, web, Venn diagram, or T chart to compare and contrast texts - Compose a comparison essay	Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts... Mini Lesson (options) <ul style="list-style-type: none"> • Theme/Main Idea[LA.U9.RML4] • Character Comparison [LA.U26.RML3] • Graphic Organizer [WAR.U4.RML3, 4,5] • Written response [WAR.U3.RML1-5, WAR.U5.RML1-9] 	-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc - Notebook check -Written response	RL.MF.4.6 RL.CT.4.8 RI.IT.4.3 RI.PP.4.5 RI.CT.4.8 W.WP.4.4 W.RW.4.7 W.WR.4.5 W.SE.4.6

ELA.L.WF.4.2

Demonstrate command of the conventions of encoding and spelling.

ELA.L.WF.4.2.C

Spell grade-appropriate words correctly, consulting references as needed.

ELA.L.WF.4.3.A

Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

ELA.L.WF.4.3.F

Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

ELA.L.WF.4.3.G

Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

ELA.L.KL.4.1

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.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.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.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals

	and nations in need.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade level texts available for Independent Daily Reading

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks, IXL Language Arts

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures or historical figures around the World based off IRAs.

Science-Research rocks/minerals, energy, disasters, animals, and plants from IRAs

Math- create graphs and charts based on independent reading genres as well as IRA.

Technology- create video book talks, digital magazines about topics in IRAs.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 3: Seeing the World through Someone Else's Eyes

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read and discuss books that have strong illustration support and that engage their intellectual curiosity and emotions. Realistic fiction is a staple in upper elementary fiction. Students will understand the major components within this genre. Students will explore how authors get their ideas from their own lives and communities. All stories, both fiction and nonfiction, convey a message about the world and our place in it. Students will reflect on themselves as readers and share their thoughts in letter writing. Students will practice their summary skills to relate the key details of their books. The text sets include Author's Craft: Illustrations and Author Study on Floyd Cooper. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Authors and illustrators work closely to communicate a mood, emotions, and overall message.
- Authors develop their craft through observing the world they live in.
- The realistic fiction genre is filled with stories that we can make connections to due to its basis in real-life scenarios.
- Characters are complicated. We learn about them through analysis of their words, thoughts, actions, and relationships.

Essential Questions

- How does an illustrator make decisions to interest readers?
- How does an illustrator use art to interest readers?
- Are there stories in my life, my neighborhood, and my culture that are worthy of sharing?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 1 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Theme/Main Idea
- Studying Illustrators
- Character Analysis
- Summarize
- Achieve 3000
- Storyworks paired texts

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading Book Sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Author's Craft: Illustrations*
- *Floyd Cooper*

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- I Survived... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Interactive Read Aloud				
IRA TEXT SET (pair one with RML)	IRA(Interactive Read Aloud):Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)	-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers -Exit Tickets		L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM.1-4 SOC.6.1.5.CIVICS.DP.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1

			<p>SOC.6.1.5.PR.1,3</p> <p>SOC.6.1.5.HISTORY.CC.2</p> <p>SOC.6.1.5.HISTORY.UP5-7</p>
<p>Illustration Study: Craft</p>	<ul style="list-style-type: none"> - Understand that a single text can combine fiction and nonfiction -Recognize how illustrations are used to communicate information about geckos -Recognize hybrid texts and distinguish between expository and narrative structures -Notice and think critically about a writer’s word choice -Recognize there are different genres in nonfiction -Notice and understand some elements of poetry when they appear in nonfiction -Understand how illustrations and graphics are used to communicate concepts about animals’ eyes -Recognize and understand a writer’s use of underlying text 	<p>Gecko</p> <p>Dingo</p> <p>Giant Squid</p> <p>Eye to Eye: How Animals See the World</p> <p>Magnificent Birds</p>	

	<p>structure (description/cause and effect)</p> <p>-Understand the relationships among ideas and content in expository nonfiction</p> <p>-Recognize and understand a writer's underlying use of descriptive text structure</p>			
<p>Author/Illustrator Study: Floyd Cooper</p>	<p>-Notice how Floyd Cooper's illustrations help to communicate the author's message</p> <p>-Notice how a story unfolds across individual poems</p> <p>-Recognize that characters can make multiple dimensions</p> <p>-Notice and understand a setting that is distant in time and place from students' own experiences</p> <p>-Notice the author's use of descriptive language</p> <p>-Infer the author's messages from story events</p> <p>-Understand characters'</p>	<p>Meet Danitra Brown</p> <p>Ma Dear's Aprons</p> <p>Ruth and the Green Book</p> <p>These Hands</p> <p>A Dance like Starlight: One Ballerina's Dream</p>		

	<p>feelings as revealed through thought, dialogue, and actions</p> <p>-Infer the author's message from story events</p> <p>-Understand relationships between characters as revealed through dialogue and behavior</p> <p>-Notice how the writing and illustrations both contribute to the mood of the book and affect how the reader feels</p> <p>-Infer the author's message about role models and having dreams</p>			
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Reading Mini-Lessons (one a day)

<p>Studying Authors and their Processes</p> <p>(2-3 days)</p>	<p>-Understand that an author usually writes several books and that there are often recognizable characteristics of the writing across books</p> <p>-Understand that authors sometimes get writing ideas from their own lives</p>	<p>Mini-Lesson (LA.U3.RML 1 pgs 158-159)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini-Lesson (LA.U3.RML 2 pgs 160-161)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>L.WF.4.2C</p> <p>L.WF.4.3 A, F, G</p> <p>L.KL.4.1A-D</p> <p>RL.CR.4.1</p> <p>RI.CR.4.1</p> <p>RL.TS.4.4</p> <p>RL.MF.4.6</p> <p>RI.MF.4.6</p> <p>RI.AA.4.7</p> <p>RL.CI.4.2</p> <p>RI.CI.4.2</p> <p>RL.IT.4.3</p> <p>RI.IT.4.3</p> <p>RL.TS.4.4</p> <p>RI.TS.4.4</p> <p>RL.PP.4.5</p> <p>RI.PP.4.5</p> <p>RL.CT.4.8</p> <p>RI.CT.4.8</p>
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	-Understand that writers often revisit the same themes, topics, and settings across their books	Mini-Lesson (LA.U3.RML 4 pgs 164-165) Mini Lesson Have a Try Summarize and Apply Share		
Studying Illustrators and Analyzing an Illustrator's Craft 1 week	-Understand that an illustrator might illustrate several books and that there are often recognizable characters across books -Gain new information from the illustrations in fiction books and understand that illustrations can be interpreted in different ways -Understand that illustrators create and change the mood of the story using different techniques -Understand that	Mini-Lesson (LA.U11.RML 1 pgs 254-255) Mini Lesson Have a Try Summarize and Apply Share Mini-Lesson (LA.U11.RML 2 pgs 256-257) Mini Lesson Have a Try Summarize and Apply Share Mini-Lesson (LA.U11.RML 3 pgs 258-259) Mini Lesson Have a Try Summarize and Apply Share Mini-Lesson (LA.U11.RML 4 pgs 260-261) Mini Lesson Have a Try Summarize and Apply	-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading notebook checks	RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.CT.4.8 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 L.WF.4.2C L.WF.4.3 A, F, G L.KL.4.1A-D

	<p>illustrators use perspective to communicate an idea or feeling</p> <p>-Understand that illustrators use specific details to make something look authentic</p> <p>-Understand how and why illustrators use short scenes for different purposes</p> <p>-Notice how an illustrator shows the passage of time through illustrations (e.g., change in light or weather)</p>	<p>Share</p> <p>Mini-Lesson (LA.U11.RML 5 pgs 262-263) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U11.RML 6 pgs 264-265) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U11.RML 7 pgs 266-267) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p>Understanding Realistic Fiction 2-3 days</p>	<p>-Understand that one of the characteristics of realistic fiction is that the characters, plot, and setting could exist in real life</p> <p>-Relate texts to their own lives and think about</p>	<p>Mini-Lesson (LA.U20.RML 1 pgs 370-371) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U20.RML 2 pgs 372-373)</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.CT.4.8 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 L.WF.4.2C L.WF.4.3 A, F, G L.KL.4.1A-D</p>

	<p>the author's message</p> <p>-Evaluate the believability of a realistic fiction text</p>	<p>Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U20.RML 3 pgs 374-375) Mini Lesson Have a Try Summarize and Apply Share</p>		<p>W.WP.4.4 W.RW.4.7</p>
<p>Understanding Characters Feelings, Motivations, & Intentions <i>1 week/10 days</i></p>	<p>-Infer characters' feelings as revealed through thought, dialogue, and behavior</p> <p>-Infer relationships between characters as revealed through dialogue and behavior</p> <p>-Notice how main and secondary characters sometimes have a different point of view</p> <p>-Infer characters' motivations as revealed through dialogue, behavior, and what others say or think about</p>	<p>Mini-Lesson (LA.U26.RML 1 pg 450-451) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U26.RML 2 pg 452-453) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U26.RML 3 pg 454-455) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U26.RML 4 pg 456-457) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.CT.4.8 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 L.WF.4.2C L.WF.4.3 A, F, G L.KL.4.1A-D W.WP.4.4 W.RW.4.7</p>

	<p>them</p> <p>-Evaluate the consistency of characters' actions within a particular setting</p> <p>-Think critically about the authenticity and believability of characters and their behavior and dialogue</p>	<p>Mini-Lesson (LA.U26.RML 5 pg 458-459) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U26.RML 6 pg 460-461) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p>Writing Letters to Share Thinking About Books</p> <p>3 days</p>	<p>-Understand that letters about reading are an ongoing conversation with the teacher</p> <p>-Write letters about reading with voice and interesting content</p> <p>-Identify the qualities of a strong letter including content and conventions</p>	<p>Mini-Lesson (WAR. U3.RML 3 pgs 586-587) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (WAR.U3.RML 2 pgs 588-589) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (WAR.U3.RML 5 pgs 590-591) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Reading notebook check</p> <p>-Letter to the teacher</p>	<p>W.AW.4.1 W.IW.4.2 W.WP.4.4 W.SE.4.6 W.RW.4.7</p>

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.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.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
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school, government, and /or society.

SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
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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.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students preview books to study pictures before reading the story

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with meaningful items to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics

of IRA, leadership roles in Daily 3 Centers, above grade-level texts available for Independent Daily Reading

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks, IXL
Language Arts

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures or historical figures around the World based off IRAs.

Science- Research rocks/minerals, energy, disasters, animals, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres as well as IRAs.

Technology- Create video book talks, digital magazines about topics in IRAs.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 4: Reading Takes Us Places

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read and discuss engaging fiction books that take place in a variety of locations and time periods. With each one, students will reflect on how the setting affects the characters. Students will examine characters and learn about who they are through observing their words, thoughts, and actions as well as their relationships. Students will ride the rollercoaster of plot by following the problem, a high point, and a solution. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Students will fine-tune their summary skills to relate the key details of their books. The text sets include Biography: Artists, Telling a Story with Photos, and Author Study: Douglas Florian (poetry). Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Setting is an important element of the story, a backbone whereupon the story is built.
- A story's structure includes low and high points that lead to a resolution. That road is not always straight. The twists and turns are intentional and add to the story.
- Both fiction and nonfiction texts teach us about the world and how we fit within it.
- Being able to share about a text through summarizing and quick writes allows a reader to reflect on their understanding of the text.

Essential Questions

- Why is creativity important for the individual? For the culture?
- How do authors and illustrators make decisions to interest readers?
- How do word play and humor add interest to a piece of writing?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 1 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Nonfiction Books
- Plot
- Learning from illustrations and graphics
- Setting
- Summarizing fiction

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Biography: Artists*
- *Telling a Story with Photos*
- *Douglas Florian (poetry)*

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- I Survived... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Interactive Read Aloud				
	<p>IRA(Interactive Read Aloud): Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> • Introduce the text • Read the text • Discuss the text • Respond to the text (Shared Interactive Writing or Independent Response to Reading) 	<p>-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal</p> <p>-Observation through discussion/anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>-Graphic Organizers</p> <p>-Exit Tickets</p>	<p>L.RF.4.3</p> <p>L.RF.4.4</p> <p>SL.PE.4.1</p> <p>SL.II.4.2</p> <p>SL.ES.4.3</p> <p>SL.PI.4.4</p> <p>SL.AS.4.6</p> <p>SOC.6.1.5.CIVICS.CM.1-4</p> <p>SOC.6.1.5.CIVICS.DP.1-3</p> <p>SOC.6.1.5.HR.3-4</p> <p>SOC.6.1.5.PI.1</p>	

				<p>SOC.6.1.5.PR.1,3</p> <p>SOC.6.1.5.HISTORY.C C.2</p> <p>SOC.6.1.5.HISTORY.U P5-7</p>
<p>Biography: Artists</p>	<p>-Understand that a biography is the story of a person's life that is written by someone else</p> <p>-Notice some elements of poetry in nonfiction (figurative language, imagery, alliteration)</p> <p>-Connect texts by a range of categories</p> <p>-Infer the greater messages about art and artists</p> <p>-Recognize and understand how illustrations support the text to communicate the author's message</p> <p>-Recognize and understand descriptive language</p> <p>-Notice how the illustrator creates a sense of movement reflecting the movement in Jackson Pollock's paintings</p> <p>-Understand how Isamu Noguchi's</p>	<p>Mary Cassatt: Extraordinary Impressionist Painter</p> <p>Radiant Child: The Story of Young Artist Jean-Michel Basquiat</p> <p>Me, Frida</p> <p>Action Jackson</p> <p>The East-West House: Noguchi's Childhood in Japan</p>		

	<p>childhood impacted him as an artist</p> <p>-Infer the writer's messages about how artists often express their life experiences in the art they create</p>			
<p>Telling a Story with Photos</p>	<p>-Understand how photographs help to tell a story and communicate a message</p> <p>-Infer author's attitude toward wolves and purpose for writing the book</p> <p>-Infer messages about how young animals learn and grow</p> <p>-Identify the author's purpose</p> <p>-Think across texts to construct knowledge of a topic</p> <p>-Notice and think critically about an author's word and language choices</p> <p>-Infer the author's attitude about her topic</p> <p>-Notice language that conveys an emotional atmosphere (mood) in a text, affecting how the writer feels</p>	<p>Wolf Island</p> <p>A Bear's Life</p> <p>The Seal Garden</p> <p>A Little Book of Sloths</p> <p>Face to Face with Whales</p>		

	<p>-Notice the use of organizational tools, such as headings, sidebars, and captions</p> <p>-Infer the author's messages about whales' intelligence and about protecting whales and their environment</p>			
<p>Author/Illustrator or Study: Douglas Florian</p>	<p>-Use background knowledge of content to understand nonfiction topics</p> <p>-Hypothesize the writer's reasons for choosing a topic, and infer the writer's attitude about that topic</p> <p>-Notice and respond to stress and tone of voice while listening to read-aloud content</p> <p>-Notice how illustrations help communicate the writer's message and support the content</p> <p>-Notice and think critically about the poet's word choice</p> <p>-Identify the poet's message that reptiles and amphibians can be fascinating to learn about and that they are worthy of our admiration</p> <p>-Think across texts</p>	<p>Insectlopedia</p> <p>Mammalabilia</p> <p>Lizard, Frogs, and Polliwogs</p> <p>On the Wing</p> <p>In the Swim</p>		

	<p>to derive larger message, themes, and ideas</p> <p>-Extend understanding to nonfiction topics and content beyond their immediate experience</p> <p>-Notice how the illustrations go together with the poems in a meaningful way</p>			
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Reading Mini-Lessons (one a day)

<p>Learning Information from Illustrations and Graphics <i>3 days</i></p>	<p>-Understand that authors use a variety of illustrations and graphics to provide information</p> <p>-Understand that authors use graphics to help you understand bigger ideas and messages</p> <p>-Understand that authors use infographics to show several kinds of information in a clear and eye-catching way</p>	<p>Mini-Lesson (LA.U18.RML 1 pgs 350-351) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U18.RML 2 pgs 352-353) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U18.RML 3 pgs 354-355) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>L.WF.4.2C L.WF.4.3 A, F, G L.KL.4.1A-D RL.CR.4.1 RI.CR.4.1 RL.TS.4.4 RL.MF.4.6 RI.MF.4.6 RI.AA.4.7 RL.CI.4.2 RI.CI.4.2</p>
<p>Thinking About Setting <i>1 week</i></p>	<p>-Notice and understand the poetic or descriptive language used to show the setting</p>	<p>Mini-Lesson (LA.U24.RML 1 pgs 428-429) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U24.RML 2 pgs 430-431)</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>L.WF.4.2C L.WF.4.3A, F, G L.KL.4.1A-D RL.CR.4.1 RI.CR.4.1 RL.IT.4.3 RI.IT.4.3</p>

	<p>-Notice and understand that settings can be familiar or distant in time and place from readers' own experiences</p> <p>-Infer the importance of the setting in the plot of the story</p>	<p>Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U24.RML 3 pgs 432-433) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p><i>Noticing Book and Print Features</i> 1 week</p>	<p>-Notice, use, and understand the purpose of the dedication, acknowledgements, and author page</p> <p>-Notice and understand that an author's/illustrator's note or an afterword can provide more information about the book</p> <p>-Notice, use, and understand the purpose of a glossary, table of contents, and pronunciation guide</p> <p>-Understand and appreciate that the design of the peritext often adds to the meaning of</p>	<p>Mini-Lesson (LA.U12.RML1 pgs 270-271)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U12.RML2 pgs 272-273)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U12.RML 3 pgs 274-275)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U12.RML 4 pgs 276-277)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and 	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>L.WF.4.2C L.WF.4.3A, F, G L.KL.4.1A-D SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 RL.CR.4.1 RL.TS.4.4 RL.MF.4.6 RI.MF.4.6</p>

	the text and sometimes has cultural or symbolic significance	<p>Apply</p> <ul style="list-style-type: none"> • Share 		
Thinking about Themes <i>1/2 week</i>	<p>-Infer the major themes of fiction books</p> <p>-Infer the major themes of nonfiction books</p>	<p>Mini-Lesson (LA.U9.RML 1 pgs 226-227)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (LA.U8.RML 2 pgs 228-229)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>L.WF.4.2C</p> <p>L.WF.4.3A, F, G</p> <p>L.KL.4.1A-D</p> <p>SL.PE.4.1</p> <p>SL.II.4.2</p> <p>SL.ES.4.3</p> <p>SL.PI.4.4</p> <p>RL.CI.4.2</p> <p>RI.CI.4.2</p>
Introducing Different Genres and Forms for Responding to Reading <i>1 week</i>	<p>-Brainstorm a list of different types of thinking you might share about books</p> <p>-Use a short write to show your quick thinking about a book</p> <p>-Create a storyboard to represent the significant events in a plot</p>	<p>Mini-Lesson (WAR.U5.RML1 pgs 606-607)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (WAR.U5.RML2 pgs 608-609)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share <p>Mini-Lesson (WAR.U5.RML3 pgs 610-611)</p> <ul style="list-style-type: none"> • Mini Lesson • Have a Try • Summarize and Apply • Share 	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>L.WF.4.2C</p> <p>L.WF.4.3A, F, G</p> <p>L.KL.4.1A-D</p> <p>SL.PE.4.1</p> <p>SL.II.4.2</p> <p>SL.ES.4.3</p> <p>SL.PI.4.4</p> <p>W.WP.4.4</p> <p>W.WR.4.5</p> <p>W.RW.4.7</p>

<p>Comparing texts <i>1 week</i></p>	<p>-Different texts can have the same theme or main idea -Notice how characters may see things differently from another character - Use a grid, web, Venn diagram, or T chart to compare and contrast texts - Compose a comparison essay</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts... Mini Lesson (options)</p> <ul style="list-style-type: none"> • Theme/Main Idea[LA.U9.RML4] • Character Comparison [LA.U26.RML3] • Graphic Organizer [WAR.U4.RML3,4,5] • Written response [WAR.U3.RML1-5, WAR.U5.RML1-9] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc - Notebook check -Written response</p>	<p>RL.MF.4.6 RL.CT.4.8 RI.IT.4.3 RI.PP.4.5 RI.CT.4.8 W.WP.4.4 W.RW.4.7 W.WR.4.5 W.SE.4.6</p>
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ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author’s theme citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.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.
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ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures or historical figures around the World based off IRAs.

Science- Research rocks/minerals, energy, disasters, animals, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres as well as IRAs.

Technology- Create video book talks, digital magazines about topics in IRAs.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative

thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 5: Learning from the Past to Improve Our Future

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4-5 weeks**
Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read and discuss engaging fiction books that take place in a variety of locations and time periods. Students will understand that characters are complex individuals that grow and change through their experiences. As the students read the historical fiction books, they will explore the notion that people from the past or present face similar issues. Students will explore the descriptive nature of poems that appeals to the thoughts and feelings they may have. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Students will fine-tune their summary skills to relate the key details of their books. The text sets include Poetry, Historical Fiction, and Exploring Identity. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Characters are complex individuals that change over time.
- Characters show their true colors by examining their words, thoughts and actions.
- Poems use compact language, pattern, and rhythm to express feelings and ideas.
- Poetry comes in different forms.
- Poems use few words to convey a meaning or message to the reader.
- Historical fiction books focus on the past in a way that connects to our lives today.

Essential Questions

- How does poetry affect us emotionally?
- How do poets convey messages about themselves, society and the world around us?
- How does the recitation affect the poem and its message?
- How does reading historical fiction help us make sense of the world?
- What lessons can we learn from studying the past?
- How do you become the person you want to be?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 2 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Achieve 3000
- Character traits and development
- Notice & Note Fiction
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

Notice and Note: Strategies for Close Reading (Probst & Beers)

IRA Text Set including:

- *Poetry*
- *Historical Fiction*
- *Exploring Identity*

Optional Related Read Alouds (can be used in between IRA texts):

- *Because of Winn-Dixie* by Kate DiCamillo
- *The One and Only Ivan* by Katherine Applegate
- *Frindle* by Andrew Clements
- *I Survived...* by Lauren Tarshis
- *Shiloh* by Phyllis Reynolds Naylor
- *Matilda* by Roald Dahl

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Aloud				
	IRA(Interactive Read Aloud):Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)		-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading	L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM.1-4 SOC.6.1.5.CIVICS.DP.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1

		<p>-Graphic Organizers -Exit Tickets</p>	<p>SOC.6.1.5.PR.1,3 SOC.6.1.5.HISTORY.C C.2 SOC.6.1.5.HISTORY.UP5 -7</p>
<p>Poetry</p>	<p>-Notice how poets use layout and line breaks -Notice and understand some elements of poetry, such as rhythm, rhyme, repetition, and descriptive language</p> <p>-Notice the words the poet uses to create moods -Infer the poet's message about the presence of shapes in nature</p> <p>-Notice how the illustrations go together with the poems in a meaningful way -Recognize the words the poet uses to create idea or feelings in the poems</p> <p>-Recognize and understand a</p>	<p>The Barefoot Book of Earth Poems</p> <p>Shape Me a Rhyme: Nature's Forms in Poetry</p> <p>On the Wing</p> <p>A Place to Start a Family: Poems about Creatures that Build</p> <p>What are you Glad About? What are you Mad About?</p>	

	<p>variety of poems</p> <p>-Notice how the illustrations add meaning to the poems</p> <p>-Notice how the poet conveys an emotional atmosphere (mood) in a poem</p> <p>-Understand what a poem is about and infer the poet's intended message</p>			
<p>Historical Fiction</p>	<p>-Notice characteristics of historical fiction</p> <p>-Think critically about the logic of a character's actions</p> <p>-Link the importance of the setting of the story to understanding historical fiction</p> <p>-Infer a character's traits as revealed through their actions</p> <p>-Make inferences about the character's feelings and relationships</p> <p>-Notice how the author uses</p>	<p>Uncle Jed's Barbershop</p> <p>The Glorious Flight: Across the Channel with Louis Bleriot</p> <p>The Buffalo Storm</p> <p>The Houdini Box</p> <p>Crow Call</p> <p>Dad, Jackie, and Me</p>		

	<p>sensory details and literary devices such as simile and personification</p> <p>-Sustain attention for a longer text that requires several days to finish</p> <p>-Notice how an author creates characters that are complex and change over many events of the plot</p> <p>-Infer characters' feelings and relationships as revealed through thought, dialogue, and behavior</p> <p>-Recognize text structure when the author uses literary devices (e.g., flashback)</p> <p>-Notice words, phrases, and illustrations that convey an emotional atmosphere and their effect on the reader's experience</p>			
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<p>Exploring Identity</p>	<p>-Learn about social issues, both local and global, as revealed through characters, plot, and setting</p> <p>-Notice and understand settings that are far removed in time and place from the students' own experiences</p> <p>-Notice literary language that expresses the author's feelings about an experience</p> <p>-Notice how the author uses language to convey an emotional atmosphere and carry it through the book</p> <p>-Infer relationships between characters as revealed through their thoughts, dialogue, and behavior</p> <p>-Hypothesize the writer's reasons for choosing to write about Lee's early years</p> <p>-Understand that problems</p>	<p>The Royal Bee</p> <p>Imagine</p> <p>Crown: An Ode to the Fresh Cut</p> <p>Be Water, My Friend: The Early Years of Bruce Lee</p> <p>Rickshaw Girl</p>		
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	<p>occur in everyday life, including complex problems that may relate to their lives</p> <p>-Sustain attention for a longer text that requires several days to finish</p> <p>-Follow a complex plot with multiple events or problems</p>			
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Reading Mini-Lessons (one a day)

<p>Studying Poetry 1.5 weeks</p>	<p>-Notice and understand the elements of poetry</p> <p>-Create a working definition of poetry</p> <p>-Learn how to read the line breaks and white spaces of a poem</p> <p>-Notice and understand how poets use imagery to appeal to the senses</p> <p>-Notice and understand a poet's use of rhythm</p>	<p>Mini-Lesson (LA.U6.RML 1 pgs 188-189) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U6.RML 2 pgs 190-191) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U6.RML 3 pgs 192-193) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U6.RML 4 pgs 194-195) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U6.RML 5 pgs 196-197) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U6.RML 6 pgs 198-199) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>L.KL.4.1B,C, D L.VI.4.3 RL.TS.4.4 RL.MF.4.6 RL.CT.4.8 W.RW.4.7 L.WF.4.2C L.WF.4.3(A,F,G) L.KL.4.1 A-D</p>
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	<p>-Notice when a poet uses alliteration and assonance</p>			
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<p>Different Kinds of Poetry 1 week</p>	<p>-Recognize and understand the characteristics of a lyrical poem</p> <p>-Recognize and understand the characteristics of free verse poetry</p> <p>-Recognize and understand the characteristics of limericks</p> <p>-Recognize and understand the characteristics of haiku</p> <p>-Recognize and understand the characteristics of concrete poetry</p>	<p>Mini-Lesson (LA.U7.RML 1 pgs 202-203) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U7.RML 2 pgs 204-205) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U7.RML 3 pgs 206-207) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U7.RML 4 pgs 208-209) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U7.RML 5 pgs 210-211) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>L.KL.4.1B,C, D L.VI.4.3 RL.TS.4.4 RL.MF.4.6 RL.CT.4.8 W.RW.4.7 L.WF.4.2C L.WF.4.3(A,F,G) L.KL.4.1 A-D</p>
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<p>Studying Historical Fiction 1 week</p>	<p>-Notice and understand the characteristics of historical fiction</p> <p>-Construct a working definition of historical fiction</p> <p>-Infer the importance of the setting to the plot of the story in historical fiction</p> <p>-Understand that historical fiction is always imagined, but may be based on real people, places, and events</p> <p>-Understand that historical</p>	<p>Mini-Lesson (LA.U23.RML 1 pgs 414-415) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U23.RML 2 pgs 416-417) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U23.RML 3 pgs 418-419) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U23.RML 4 pgs 420-421) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U23.RML 5 pgs 422-423) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U23.RML 6 pgs 424-425) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>SL.PE.4.1 FL.II.4.2 SL.ES.4.3 SL.PI.4.4 L.WF.4.2.C L.WF.4.3 a,f, g L.KL.4.1 a-d RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.AA.4.7 RL.CT.4.8</p>
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fiction writers often use the language of the times in the dialogue to make the text feel authentic

-Understand that the messages in historical fiction can be applied to their own lives, to other people's lives, or to society today

<p>Understanding a Character's Traits and Development <i>1 week</i></p>	<p>-Infer characters' traits as revealed through their behavior, dialogue, and inner thoughts</p> <p>-Recognize that characters can have multiple dimensions</p> <p>-Notice character change and infer reasons from events of the plot</p> <p>-Assess the extent to which a writer makes readers feel empathy for or identify with characters</p>	<p>Mini-Lesson (LA.U27.RML 1 pgs 464-465) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U27.RML 2 pgs 466-467) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U27.RML 3 pgs 468-469) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U27.RML 4 pgs 470-471) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>SL.PE.4.1 FL.II.4.2 SL.ES.4.3 SL.PI.4.4 L.WF.4.2.C L.WF.4.3 a,f, g L.KL.4.1 a-d RL.CR.4.1 RL.IT.4.3 RL.PP.4.5 RL.AA.4.7 RL.CT.4.8</p>
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<p>Introducing Different Genres and Forms of Writing 2-3 days</p>	<p>-Use sketches to share and expand thinking about books</p> <p>-Write a sketch of a character with supporting evidence</p> <p>-Use two-column writing to respond to a phrase or quote from a text</p>	<p>Mini-Lesson (WAR.U5.RML 6 pgs 616-617) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (WAR.U5.RML 7 pgs 618-619) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (WAR.U5.RML 8 pgs 620-621) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks -Letters to teacher</p>	<p>SL.PE.4.1 FL.II.4.2 SL.ES.4.3 SL.PI.4.4 L.WF.4.2.C L.WF.4.3 a,f, g L.KL.4.1 a-d W.AW.4.1 W.WP.4.4 W.SE.4.6 W.RW.4.7</p>
<p>Writing a Summary-<i>continued practice</i> 2-3 days (Revisit if necessary)</p>	<p>-Write a brief summary of the most important information in a fiction text, including the characters, setting, and the problem and solution</p> <p>-Tell the important events of a text in sequence, including the characters, setting, problem, and solution</p>	<p>Mini-Lesson (WAR.U5.RML 4 pgs 612-613) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (SAS.U5.RML 1 pgs 532-533) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (SAS.U5.RML 3 pgs 536-537) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RL.CI.4.2 RI.CI.4.2 RL.IT.4.3 RI.IT.4.3 RL.TS.4.4 RL.PP.4.5 RI.PP.4.5 RI.AA.4.7</p>

	-Tell the important information and ideas in an informational book			
Comparing texts <i>1 week</i>	-Different texts can have the same theme or main idea -Notice how characters may see things differently from another character - Use a grid, web, Venn diagram, or T chart to compare and contrast texts - Compose a comparison essay	Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts... Mini Lesson (options) Theme/Main Idea [LA.U9.RML4] Character Comparison [LA.U26.RML3] Graphic Organizer [AR.U4.RML3,4,5] Written response [AR.U3.RML1-5, AR.U5.RML1-9]	-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc - Notebook check -Written response	RL.MF.4.6 RL.CT.4.8 RI.IT.4.3 RI.PP.4.5 RI.CT.4.8 W.WP.4.4 W.RW.4.7 W.WR.4.5 W.SE.4.6

ELA.L.VL.4.2

Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

ELA.RL.CR.4.1

Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

ELA.RI.CR.4.1

Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

ELA.RL.CI.4.2

Summarize a literary text and interpret the author's theme citing key details from the text.

ELA.RI.CI.4.2	Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.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.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together,

including through government, workplaces, voluntary organizations, and families.

SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with items that are meaningful to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics

of IRA, leadership roles in Daily 3 Centers, above grade-level texts available for Independent Daily Reading.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the world based off of IRAs.

Science- Research animals, different cultures, important figures in history, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 6: Determination of the Human Spirit

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **4 weeks**

Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read fiction and nonfiction books that follow struggles of people near and far. Students will understand that real and make-believe people face challenges that require creativity to solve. Students will explore biographies of people who have left their mark on the world. Students will understand that authors use text features to help us read difficult texts. Students will use their own forms of graphic organizers to show what they learned. The text sets include Perseverance and Biography: Individuals Making a Difference. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Historical figures are complex, just like real people.
- Messages and themes shared by authors show us the world around us.
- Reading nonfiction may require different techniques.
- Reading informational text with a critical eye is essential to understanding the topic or idea.
- Understanding the peritext helps us understand nonfiction.

Essential Questions

- Why is it important to persevere when you are faced with a challenge?
- How does reading about someone else's life affect our lives?
- What is the writer's reason for writing? What is his/her message to the reader?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 2 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Achieve 3000
- Biography genre
- Reading nonfiction
- Notice and Note nonfiction
- Book/print features

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Perseverance*
- *Biography: Individuals Making a Difference*

Optional Related Read Alouds (can be used in between IRA texts):

- *Because of Winn-Dixie* by Kate DiCamillo
- *The One and Only Ivan* by Katherine Applegate
- *Frindle* by Andrew Clements

- I Survived... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl
- The Lemonade War by Jacqueline Davies

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Unit Plan

Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Aloud				
	IRA(Interactive Read Aloud):Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)	-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers -Exit Tickets		L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM.1-4 SOC.6.1.5.CIVICS.DP.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1 SOC.6.1.5.PR.1,3 SOC.6.1.5.HISTORY.CC.2 SOC.6.1.5.HISTORY.U P5-7
Perseverance	-Identify the author's purpose -Notice and reflect on the author's use	Rescue & Jessica		

	<p>of multiple narratives to reveal the characters' traits</p> <p>-Infer the characters' traits from their thoughts, words, and actions</p> <p>-Notice how the illustrations contribute to the mood of the book</p> <p>-Notice and understand elements of setting that are distant from students' own experiences</p> <p>-Predict what will happen next and later in the story</p> <p>-Infer the importance of setting to the message and plot of the story</p> <p>-Notice how a character changes and infer the reasons for this change</p> <p>-Notice literary language that conveys the emotional atmosphere, or mood, of the text</p> <p>-Infer the writer's message about hope and her attitude toward the subject of the biography</p>	<p>Strong to the Hoop</p> <p>King for a Day</p> <p>Razia's Ray of Hope</p> <p>Barbed Wire Baseball</p>		
<p>Biography: Individuals Making a Difference</p>	<p>-Identify some characteristics of a biography</p> <p>-Infer the importance of Bessie Coleman's</p>	<p>Fly High! The Story of Bessie Coleman</p>		

	<p>accomplishments</p> <p>-Notice how the illustrations support and enhance the details and emotional content of the story</p> <p>-Infer the writer’s messages about perseverance, belief in oneself, and the difference one person can make</p> <p>-Express opinions about a text and support rationale with evidence</p> <p>-Understand the author’s messages about creative problem solving, serving communities, and working for a change</p> <p>-Notice and articulate how illustrations support and help communicate the author's message</p> <p>-Synthesize new information from the book and revise thinking in response</p>	<p>Six Dots: A Story of Young Louis Braille</p> <p>Farmer Will Allen and the Growing Table</p> <p>The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art</p>		
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Reading Mini-Lessons (one a day)

<p><i>Studying Biography</i> 1.5 weeks</p>	<p>-Notice and understand the characteristics of biography as a genre</p>	<p>Mini-Lesson (LA.U14.RML1 pgs 294-295)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RL.CR.4.1</p> <p>RL.CI.4.2</p> <p>RL.IT.4.3</p> <p>RL.TS.4.4</p> <p>RL.PP.4.5</p> <p>RL.MF.4.6</p> <p>SL.PE.4.1</p> <p>SL.II.4.2</p> <p>SL.ES.4.3</p> <p>SL.PI.4.4</p>
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	<p>-Create a working definition of a biography</p> <p>-Understand that biographers choose their subjects for a variety of reasons</p> <p>-Analyze the craft decisions the biographer makes in writing a biography</p> <p>-Understand why biographers include details about the society and culture of the time in which the subject lived</p> <p>-Understand and infer the influence of the subject's relationships</p> <p>-Infer the subject's personality traits and motivations from the</p>	<p>Mini-Lesson (LA.U14.RML2 pgs 296-297) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML3 pgs 298-299) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML4 pgs 300-301) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML5 pgs 302-303) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML6 pgs 304-305) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML7 pgs</p>		<p>W.WP.4.4 W.RW.4.7</p>
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	<p>facts and details the biographer includes about the subject's life</p> <p>-Analyze the craft decisions the biographer makes in writing a biography (imagined)</p> <p>-Analyze the craft decisions the biographer makes in writing a biography (quotes)</p> <p>-Infer ways the subject's accomplishments have influenced life today</p>	<p>306-307) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML8 pgs 308-309) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML9 pgs 310-311) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U14.RML10 pgs 312-313) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p><i>Monitoring comprehension of Difficult Texts</i> [Skills included in this unit may be incorporated into guided reading lessons] 1 week</p>	<p>-Navigate a difficult text by previewing the title and headings, graphics, introduction, and summary</p> <p>-Use techniques to stay focused and persistent when reading</p>	<p>Mini-Lesson (SAS.U6.RML1 pgs 540-541) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (SAS.U6.RML2 pgs 542-543) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/ anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RI.CR.4.1 RI.CI.4.2 RI.IT.4.3 RI.TS.4.4 RI.PP.4.5 RI.MF.4.6 RI.AA.4.7 RI.CT.4.8 L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 W.WP.4.4 W.RW.4.7</p>

	<p>-Self-monitor and self-correct by rereading, finding the meaning of key vocabulary, and reading on to gain more information</p> <p>-Read short sections and think about what the author is saying</p>	<p>Mini-Lesson (SAS.U6.RML3 pgs 544-545) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (SAS.U6.RML4 pgs 546-547) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p><i>Reading Informational Text like a Scientist</i></p> <p><i>Notice & Note Non-fiction 1 week</i></p>	<p>-Infer the writer's attitude or point of view toward the topic of the nonfiction book (<i>N&N Quoted Words/Extreme Language</i>)</p> <p>-Distinguish fact from opinion (<i>N&N Quoted Words/Extreme Language/Numbers and Stats</i>)</p> <p>-Think across nonfiction texts to construct knowledge of a topic and confirm accuracy of content (<i>N&N Contrasts and Contradictions</i>)</p> <p>-Use multiple sources of information to answer a</p>	<p>Mini-Lesson (LA.U17.RML1 pgs 338-339) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U17.RML2 pgs 340-341) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U17.RML3 pgs 342-343) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U17.RML4 pgs 344-345) Mini Lesson Have a Try</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RI.CR.4.1 RI.CI.4.2 RI.IT.4.3 RI.TS.4.4 RI.PP.4.5 RI.MF.4.6 RI.AA.4.7 RI.CT.4.8 L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 W.WP.4.4 W.RW.4.7</p>

	<p>research question (<i>N & N Contrasts and Contradictions</i>)</p> <p>-Examine the quality of the text, citing evidence for opinions (<i>N&N Quoted Words/Extreme Language/ Numbers and Stats</i>)</p>	<p>Summarize and Apply Share</p> <p>Mini-Lesson (LA.U17.RML5 pgs 346-347) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p>Understanding Plot <i>1 week</i></p>	<p>-Notice and understand that the plot is the sequence of events in a story, including the problem and solution</p> <p>-Understand that stories can have more than one problem</p> <p>-Understand how a story leads up to and changes after the climax</p> <p>-Recognize and discuss aspects of narrative structure, beginning, series of events, high point of the story, problem resolution, and ending</p>	<p>Mini-Lesson (LA.U25.RML 1 pgs 436-437) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U25.RML 2 pgs 438-439) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U25.RML 3 pgs 440-441) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U25.RML 4 pgs 442-443) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U25.RML 5 pgs 444-445) Mini Lesson Have a Try Summarize and Apply</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RL.IT.4.3 L.RF.4.4 A-C</p>

	<p>-Recognize when writers use literary devices such as flashbacks or story-within-a-story</p> <p>-Predict what will happen next in a story and the outcomes of the plot</p>	<p>Share</p> <p>Mini-Lesson (LA.U25.RML 6 pgs 446-447)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>		
<p>Using Graphic Organizers to Share Thinking About Books</p> <p>2 days</p>	<p>-Create an outline with headings and subheadings that reflect the organization of the text</p> <p>-Use a grid to organize, analyze, and compare information across texts</p>	<p>Mini-Lesson (WAR.U4.RML2 pgs 596-597)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini-Lesson (WAR.U4.RML3 pgs 598-599)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RI.IT.4.3</p> <p>W.WP.4.4</p> <p>W.SE.4.5</p> <p>W.RW.4.7</p> <p>L.RF.4.4</p>
<p>Writing a Summary</p> <p>(continued practice)</p> <p>2 days</p>	<p>-Tell the important events in a biography in chronological order</p>	<p>Mini-Lesson (SAS.U5.RML2 pgs 534-535)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RL.CI.4.2</p> <p>RI.CI.4.2</p> <p>W.WP.4.4</p> <p>W.RW.4.7</p>
<p>Comparing texts</p> <p>1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> ● Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML4] ○ Character 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.4.6</p> <p>RL.CT.4.8</p> <p>RI.IT.4.3</p> <p>RI.PP.4.5</p> <p>RI.CT.4.8</p> <p>W.WP.4.4</p> <p>W.RW.4.7</p> <p>W.WR.4.5</p> <p>W.SE.4.6</p>

	texts - Compose a comparison essay	Comparison [LA.U26.RML3] ○ Graphic Organizer [WAR.U4.RML 3,4,5] ○ Written response [WAR.U3.RML 1-5, WAR.U5.RML1-9]		
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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.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.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.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with

	others who have different perspectives.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with items that are meaningful to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade level texts available for Independent Daily Reading.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the world based off of IRAs.

Science- Research animals, different cultures, important figures in history, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 7: Gaining a Global Perspective

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **4 weeks**

Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read and discuss engaging nonfiction books that take place in a variety of locations and time periods. Students will understand that real people, just like make-believe characters, face challenges that require creativity to solve. With each text, students will reflect on how nonfiction books need to be read with a different mindset. Students will apply different reading strategies for nonfiction texts. Students will share their thoughts with supportive evidence in a variety of reading responses. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Students will incorporate graphic organizers into their responding to text to share what they learned. The text sets include Taking Action, Making Change, Innovative Thinking and Creative Problem Solving, and Vanishing Cultures. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Reading informational texts requires an inquisitive mind - like a scientist.
- Nonfiction books are written with diverse text features that aid in comprehension.
- Nonfiction texts present information in different structures that are dependent on the author's purpose and overall message.
- Graphic organizers help us construct meaning in complex texts.

Essential Questions

- Why is it important to take action when you see that something is wrong?
- Why do people have a responsibility to try to right things that are wrong?
- Why is it important to understand the challenges that other cultures face?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 2 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Achieve 3000
- Text Features
- Informational Text
- Text Structure
- Notice & Note Nonfiction
- Nonfiction graphic organizers
- Summarizing nonfiction

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

Reading *Nonfiction: Notice and Note* Stances, Signposts, and Strategies

IRA Text Set including:

- *Taking Action, Making Change*
- *Innovative Thinking and Creative Problem Solving*

- *Vanishing Cultures*

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- I Survived... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl
- The Lemonade War by Jacqueline Davies

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Interactive Read Aloud				
IRA TEXT SET (pair one with RML)		IRA(Interactive Read Aloud):Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)	-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers	L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM.1-4 SOC.6.1.5.CIVICS.DP.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1 SOC.6.1.5.PR.1,3

<p>Taking Action, Making Change</p>	<p>-Recall details about setting, problem and solution and character after reading story</p> <p>-Infer the authors' purpose in writing a fiction text</p> <p>-Link the importance of the setting to the story in understanding realistic fiction</p> <p>- Understand that one person can start something that makes a difference</p> <p>-Recognize when a writer is telling information in chronological order</p> <p>-Infer the larger messages or main idea</p> <p>-Notice and understand the author's</p>	<p>Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles</p> <p>The Promise</p> <p>Emmanuel's Dream: The True Story of Emmanuel Ofose Yeboah</p> <p>Brothers in Hope: The Story of the Lost Boys of Sudan</p> <p>One Hen: How One Small Loan Made a Difference</p>	<p>-Exit Tickets</p>	<p>SOC.6.1.5.HISTORY.C C.2 SOC.6.1.5.HISTORY.U P5-7</p>
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	<p>use of dialogue to reveal characters' feelings and motivations</p> <ul style="list-style-type: none">-Notice and understand features of peritext that add meaning (e.g.; author's note, afterword, map) <p>-Learn more about global social issues revealed through character, plot, and setting</p> <ul style="list-style-type: none">-Infer the larger message and how it can be applied to real-life situations			
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<p>Innovative Thinking & Problem Solving</p>	<ul style="list-style-type: none"> - Understand that the author is presenting information while telling a story -Infer the author’s purpose and messages in the text -Notice how the writers reveal the setting in an historical text -Infer the larger message that people can be brave when they unite with others for a common cause -How the text is organized: Sequence -Infer the author’s messages about recycling and working together to change the world -Notice how Parrots 	<p>Ivan: The Remarkable True Story of the Shopping Mall Gorilla</p> <p>Hands Around the Library: Protecting Egypt’s Treasured Books</p> <p>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</p> <p>Parrots Over Puerto Rico</p>		
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	<p>Over Puerto Rico is organized: chronological sequence</p> <p>-</p> <p>Understand the authors are presenting related facts about a single topic</p>			
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<p>Vanishing Cultures</p>	<p>-Extend understanding of a setting beyond most students' experience</p> <p>-Notice how photographs support the text in depicting lifestyles</p> <p>-Notice how the author uses some descriptive language to convey a mood</p> <p>-Identify some characteristics of series of books</p> <p>-Hypothesize the author's reasons for choosing a child to personify the topic of the Vanishing Cultures books</p> <p>-Notice the author's use of narrative structure</p> <p>-Notice and understand how photographs support</p>	<p>Sahara</p> <p>Himalaya</p> <p>Amazon Basin</p> <p>Frozen Land</p> <p>Far North</p>		
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	<p>the text</p> <p>-Infer and explain the author's message about how the Inuit survive in a seemingly hostile environment</p> <p>-Infer Jan Reynold's purposes in writing these books</p> <p>-Infer the significance of the book's message to their own lives</p>			

Reading Mini-Lessons (one a day)

<p>Author's Purpose and Message</p> <p><i>2-3 days</i></p>	<p>-Think across fiction and nonfiction to derive larger meanings</p> <p>- Understand</p>	<p>Mini-Lesson (LA.U8.RML 4 pgs 20-221)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini-Lesson (LA.U8.RML 5 pgs 22-223)</p> <p>Mini Lesson</p> <p>Have a Try</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RL.CI.4.2</p> <p>RI.CI.4.2</p> <p>L.RF.4.4</p> <p>L.WF.4.2</p> <p>W.WP.4.4</p> <p>W.SE.4.6</p> <p>W.RW.4.7</p> <p>L.WF.4.2</p>
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	that the messages or big ideas can be applied to students' own lives or to other people and society	Summarize and Apply Share		
Exploring Persuasive Texts <i>3 days</i>	<p>- Understand that sometimes authors write books or articles to persuade you to believe or do something</p> <p>-Recognize a writer's use of the techniques for persuasion</p> <p>-Evaluate an author's qualifications and sources when you read a persuasive text (N&N Quoted Words)</p>	<p>Mini-Lesson (LA.U15.RML 1 pgs 316-317) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U15.RML 2 pgs 318-319) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U15.RML 3 pgs 320-321) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RI.CR.4.1 RI.CI.4.2 RI.IT.4.3 RI.TS.4.4 RI.PP.4.5 RI.MF.4.6 RI.AA.4.7 RI.CT.4.8 W.AW.4.1 W.WP.4.4 W.RW.4.7</p>

<p>Using Text Features to Gain Information <i>1 week</i></p>	<p>-Notice, use, and understand the purpose of headings and subheadings</p> <p>-Gain new information about the topic from the sidebar and understand how it is related to the information in the body of the text</p> <p>-Notice and understand why authors include timelines in nonfiction</p> <p>-Notice and understand the purpose of an index</p> <p>-Notice and understand the purpose of a bibliography</p>	<p>Mini-Lesson (LA.U19.RML 1 pgs 358-359) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U19.RML 2 pgs 360-361) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U19.RML 3 pgs 362-363) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U19.RML 4 pgs 364-365) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U19.RML 5 pgs 366-367) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RI.TS.4.4 RI.IT.4.3 RI.MF.4.6 RI.AA.4.7 RI.CT.4.8 L.RF.4.4 W.WP.4.4 W.WR.4.5 W.SE.4.6 W.RW.4.7</p>
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<p>Noticing How Nonfiction Authors Choose to Organize Information 2 weeks</p>	<p>-Notice when an author uses a narrative text structure and tells information in chronological order</p> <p>-Notice when nonfiction authors organize information into categories and subcategories</p> <p>-Notice when nonfiction authors organize information using a compare-and-contrast structure</p> <p>-Notice when nonfiction authors organize information using cause and effect</p>	<p>Mini-Lesson (LA.U16.RML 1 pgs 324-325) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U16.RML 2 pgs 326-327) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U16.RML 3 pgs 328-329) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U16.RML 4 pgs 330-331) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U16.RML 5 pgs 332-333) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U16.RML 6 pgs 334-335) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading notebook checks</p>	<p>RI.CR.4.1 RI.IT.4.3 RI.TS.4.4 RI.PP.4.5 RI.MF.4.6 RI.AA.4.7 RI.CT.4.8 L.RF.4.4 W.WP.4.4 W.WR.4.5 W.SE.4.6 W.RW.4.7</p>
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-Notice when nonfiction authors organize information by explaining problem and solution

- Understand that sometimes nonfiction authors use several different organizational structures within the same book

<p>Using Graphic Organizers (cause and effect, problem/solution webs)</p> <p><i>Refer to lessons above and integrate activity</i></p> <p><i>3 days</i></p>	<p>-Using a diagram to show cause and effect</p> <p>-Creating an outline with headings and subheadings that reflect the organization of the text</p> <p>-Use a Venn diagram to compare and contrast books</p>	<p>Mini-Lesson (WAR.U4.RML 1 pgs 594-595)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini-Lesson (WAR.U4.RML 2 pgs 596-597)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p> <p>Mini-Lesson (WAR.U4.RML 5 pgs 602-603)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>WWP.4.4</p> <p>W.WR.4.5</p> <p>W.SE.4.6</p> <p>W.RW.4.7</p>
<p>Introducing Different Genres and Forms of Responding to Reading (persuasive poster)</p> <p><i>Refer to lessons above and integrate activity</i></p> <p><i>2 days</i></p>	<p>-Make a persuasive poster based on an opinion developed through reading</p>	<p>Mini-Lesson (WAR.U5.RML 9 pgs 622-623)</p> <p>Mini Lesson</p> <p>Have a Try</p> <p>Summarize and Apply</p> <p>Share</p>	<p>-Persuasive poster based on a book read</p>	<p>WWP.4.4</p> <p>W.WR.4.5</p> <p>W.SE.4.6</p> <p>W.RW.4.7</p>

<p>Comparing texts 1 week</p>	<p>-Different texts can have the same theme or main idea -Notice how characters may see things differently from another character - Use a grid, web, Venn diagram, or T chart to compare and contrast texts - Compose a comparison essay</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> ● Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML4] ○ Character Comparison [LA.U26.RML3] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-5, WAR.U5.RML1-9] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc - Notebook check -Written response</p>	<p>RL.MF.4.6 RL.CT.4.8 RI.IT.4.3 RI.PP.4.5 RI.CT.4.8 W.WP.4.4 W.RW.4.7 W.WR.4.5 W.SE.4.6</p>
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ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author’s theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.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.
ELA.W.WP.4.4.A	Identify audience, purpose, and intended length of composition before writing.
ELA.W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
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.

Climate Change Activity

- 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.
Climate Change Example: Students may compare and contrast informational texts within the text sets of the impact weather has on the environment and how it affects people and animals.

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Climate Change Example: Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - A. Provide reasons that are supported by facts from texts and/or other sources.
 - A. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - A. Provide a conclusion related to the opinion presented.

- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Climate Change Example: Referencing the book, The Promise, students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with items that are meaningful to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade-level texts available for Independent Daily Reading.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the world based off of IRAs.

Science- Research animals, different cultures, important figures in history, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when

presenting to an audience.

Unit 8: Home is Where the Heart Is

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will explore and discuss that people all live different lives with different challenges. With each one, students will think about the deeper meaning within each text that can be applied to their own lives. Students will explore the idea of home, family and loss. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Students will incorporate graphic organizers into their responding to text to share what they learned. The text sets include Coping with Loss, The Idea of Home, and What it Means to be a Family. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Books have larger messages that carry across texts and genres.
- Writers employ different strategies to engage the reader and add to the experience.
- Readers will learn that not all books have a solid solution or a happy ending.

Essential Questions

- How does reading about someone else's life affect our lives?
- Why is it important to have a place that feels like home?
- What is special about being in a family?
- How does loss affect people's lives?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 2 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion

(turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Achieve 3000
- Themes across texts
- Writer's craft
- Writing book recommendations
- Summarizing

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Coping With Loss*
- *The Idea of Home*
- *What it Means to be a Family*

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo

- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements
- I Survived... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl
- The Lemonade War by Jacqueline Davies

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Interactive Read Aloud				
IRA TEXT SET (pair one with RML)		IRA(Interactive Read Aloud):Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)	-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers -Exit Tickets	L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM.1-4 SOC.6.1.5.CIVICS.DP.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1 SOC.6.1.5.PR.1,3 SOC.6.1.5.HISTORY.CC.2 SOC.6.1.5.HISTORY.U P5-7
Coping with Loss	-Infer characters' feelings as revealed through dialogue and behavior -Notice how illustrations enhance meaning and contribute to mood in a story	The Dam Dad's Camera		

	<ul style="list-style-type: none"> -Think critically about the authenticity and appeal of a narrator’s voice -Understand relationships between characters as revealed through their behavior -Extend understanding to fiction content that is beyond most students’ immediate experience -Recognize the story-within-a-story text structure that recounts the days before the narrator is rescued -Relate ideas from <i>Hachiko Waits</i> to ideas from other books in this text sets -Follow a complex plot with multiple events or problems 	<p>Eight Days: A Story of Haiti</p> <p>Hachiko Waits</p>		
<p>The Idea of Home</p>	<ul style="list-style-type: none"> -Use background knowledge to understand settings, problems, and characters -Notice and infer the importance of cultural values 	<p>The Lotus Seed</p> <p>Red Butterfly: How a Princess Smuggled the Secret of Silk Out of China</p>		

	<p>-Infer characters' traits as revealed through their actions, thoughts, and dialogue</p> <p>-Understand that traditions are important to a person's sense of home</p> <p>-Understand that people can have allegiance to two homes, and that thinking about your family helps you know about yourself</p> <p>-Recognize character traits as revealed through thought, dialogue, and behavior</p> <p>-Notice and understand the importance of empathizing with others and maintaining connections to the past.</p>	<p>Grandfather's Journey</p> <p>My Name is Sangoel</p>		
<p>What it Means to be a Family</p>	<p>-Notice the characters' feelings as shown through their expressions and gestures in the illustrations</p> <p>-Make predictions about what the characters will do</p> <p>-Notice when a fiction writer is communicating a moral or lesson</p>	<p>Jalapeno Bagels</p> <p>In Our Mother's House</p> <p>The Matchbox Diary</p>		

	<p>-Think about the author's purpose for writing the book</p> <p>-Follow the story as it switches back and forth between past and present</p> <p>-Infer characters' intentions, feelings, and motivations as revealed through dialogue and actions</p> <p>-Ask questions to deepen understanding of the text</p> <p>-Sustain attention for a longer text that requires several days to finish</p> <p>-Sustain attention for a longer text that requires several days to finish</p> <p>-Notice character change and infer reasons from events of the plot</p>	<p>Buffalo Bird Girl: A Hidatsa Story</p> <p>Journey</p>		
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Reading Mini-Lessons (one a day)

<p>Reading like a Writer: Analyzing the Writer's Craft <i>2 weeks</i></p>	<p>-Notice language that conveys an emotional atmosphere(mood) in a text, affecting how the reader feels (e.g. tension, sadness,</p>	<p>Mini-Lesson (LA.U10.RML 1 pgs 236-237) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks -Writing prompts</p>	<p>RL.IT.4.3 L.RF.4.4 W.WF.4.3 L.KL.4.1 L.VL.4.2 L.VI.4.3</p>
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	<p>whimsicality, joy)</p> <p>-Notice how writers use punctuation in interesting ways to communicate meaning</p> <p>-Recognize how a writer creates humor</p> <p>-Notice and understand how the author uses similes and metaphors</p> <p>-Notice and understand how the author uses words from languages other than English to create a feeling of authenticity</p> <p>-Notice a writer's intentional use of language that</p>	<p>2 pgs 238-239) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML 3 pgs 240-241) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML 4 pgs 242-243) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML 5 pgs 244-245) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML 6 pgs 246-247) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML 7 pgs 248-249) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U10.RML 8 pgs 250-251) Mini Lesson</p>		
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	<p>violates conventional grammar to provide authentic dialogue or to achieve the writer's voice</p> <p>-Notice and understand how the author uses personification</p> <p>-Notice and understand how the author uses repetition</p>	<p>Have a Try Summarize and Apply Share</p>		
<p>Analyzing the Writer's Craft in Fiction Books <i>1 day</i></p>	<p>-Notice the different ways writers craft ending to their stories</p>	<p>Mini-Lesson (LA.U.28 RML 1 pgs 474-475) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RL.CR.4.1 RL.CT.R.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.CT.4.8</p>
<p>Thinking about Themes <i>2 days</i></p>	<p>-Notice and understand themes reflecting important human challenges and social issues</p> <p>-Making connections among texts that have the same theme</p>	<p>Mini-Lesson (LA.U9.RML 3 pgs 230-231) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U.9 RML 4 pgs 232-233) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RL.CT.4.2 SL.PE.4.1 SL.II.4.2 SL.PI.4.4 SL.ES.4.3 SL.UM.4.5 SL.AS.4.6</p>

Introducing Different Genres & Forms of Reading Response (Book Recommendation) <i>3 days</i>	-Express an opinion about a book in the form of a Book Recommendation	Mini-Lesson (WAR.U5.RML5 pgs 6 14) Mini Lesson Have a Try Summarize and Apply Share	Book recommendations (at least 2) *Screencastify video recommendation/commercial	L.RF.4.4 W.AW.4.1 W.WP.4.4 W.W.4.5 W.SE.4.6 W.RW.4.7 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4
Comparing texts <i>1 week</i>	-Different texts can have the same theme or main idea -Notice how characters may see things differently from another character - Use a grid, web, Venn diagram, or T chart to compare and contrast texts - Compose a comparison essay	Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts... ● Mini Lesson (options) ○ Theme/Main Idea [LA.U9.RML4] ○ Character Comparison [LA.U26.RML3] ○ Graphic Organizer [WAR.U4.RML 3,4,5] ○ Written response [WAR.U3.RML 1-5, WAR.U5.RML 1-9]	-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc - Notebook check -Written response	RL.MF.4.6 RL.CT.4.8 RI.IT.4.3 RI.PP.4.5 RI.CT.4.8 W.WP.4.4 W.RW.4.7 W.WR.4.5 W.SE.4.6

ELA.L.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

ELA.L.WF.4.3

Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

ELA.L.WF.4.3.A

Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

ELA.L.WF.4.3.F

Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

ELA.L.WF.4.3.G

Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

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.VL.4.2

Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing

	flexibly from a range of strategies.
ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author’s theme citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
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.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
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.W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
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.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with items that are meaningful to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade-level texts available for Independent Daily Reading.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the world based off of IRAs.

Science- Research animals, different cultures, important figures in history, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 9: Once Upon a Time

Content Area: **Language Arts**

Course(s):

Time Period:

Length: **4 weeks**

Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will explore how authors write in a way to share their life experiences and cultures. Storytellers over the centuries have shared their knowledge in the forms of Fairy Tales, Cinderella Stories, and Fantasy. The students will explore and discuss the unique characteristics of these genres. Within each one, students will think about the deeper meaning within each text that can be applied to their own lives. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Students will incorporate graphic organizers into their responding to text to share what they learned through Venn diagrams and webs. The text sets include Author Study: Patricia McKissack, Fantasy, Fairy Tales, and Cinderella Stories. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Overarching themes appear in tales from around the world.
- Writers share their life experiences and cultures in their books.
- Some genres take us on adventures that are long ago and far away.

Essential Questions

- How does an author make decisions to interest readers?
- What choices does the writer make when writing?
- Why are fairy tales important to people?
- What makes fantasy fun to read?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 3 Benchmark, BAS, Reading Records, cold-read assessments

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with items that are meaningful to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade-level texts available for Independent Daily Reading.

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Achieve 3000
- Themes across texts
- Author Study
- Genre Study: Fantasy & Fairy Tales
- Venn Diagrams
- Webs

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

- *Author Study: Patricia McKissack*
- *Fantasy*
- *Fairy Tales*
- *Cinderella Stories*

Optional Related Read Alouds (can be used in between IRA texts):

- *Because of Winn-Dixie* by Kate DiCamillo
- *The One and Only Ivan* by Katherine Applegate
- *Frindle* by Andrew Clements
- *I Survived...* by Lauren Tarshis
- *Shiloh* by Phyllis Reynolds Naylor
- *Matilda* by Roald Dahl
- *The Lemonade War* by Jacqueline Davies

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Interactive Read Aloud				

<p>IRA TEXT SET (pair with one RML)</p>	<p>IRA(Interactive Read Aloud) Utilize the IRA Folder to complete the following steps for each book:</p> <ul style="list-style-type: none"> Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading) 		<p>-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal</p> <p>-Observation through discussion/anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>-Exit Tickets</p>	<p>L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVICS.CM.1-4 SOC.6.1.5.CIVICS.DP.1-3 SOC.6.1.5.HR.3-4 SOC.6.1.5.PI.1 SOC.6.1.5.PR.1,3 SOC.6.1.5.HISTORY.CC.: SOC.6.1.5.HISTORY.UPE</p>
<p>Author Study: Patricia McKissack</p>	<ul style="list-style-type: none"> -Recognize and appreciate elements of exaggeration and humor -Notice how lively illustrations provide details about characters and events -Notice and understand a setting that is distant in time and place from students' own experiences -Infer the author's messages about individual rights and the importance of community from story events -Infer characters' feelings from text and details in the illustrations -Recognize the distinct turning point that causes Libby's outlook to change -Notice how a story unfolds across individual poems -Recognize and understand poetic 	<p>A Million Fish...More or Less</p> <p>Goin' Someplace Special</p> <p>The Honest-to-Goodness Truth</p> <p>Stitchin' and Pullin': A Gee's Bend Quilt</p>		<p>7</p>

	language			
Fantasy	<p>-Understand when a story can happen in real life and when it could not (fantasy)</p> <p>-Notice and understand some characteristics of fantasy</p> <p>-Notice how the writing and illustrations contribute to the mood of the book, affecting how the reader feels</p> <p>-Notice and understand some elements of poetry when they appear in fiction (figurative language, layout/line breaks, imagery)</p> <p>-Infer the importance of setting to the plot of a fantasy story</p> <p>-Infer the writer's messages about facing your fears</p> <p>-Follow a text with multiple events or problems</p> <p>-Identify some elements of modern fantasy (imaginary and other-worldly creatures)</p> <p>-Infer a writer's purpose in writing a fiction text</p> <p>-Notice and understand how the</p>	<p>Weslandia</p> <p>Night of the Gargoyles</p> <p>The Wolves in the Walls</p> <p>The Field Guide: (The Spiderwick Chronicles, Book 1)</p>		

	author uses literary language to convey images	Tuck Everlasting		
Fairy Tales	<ul style="list-style-type: none"> -Identify characteristics of a fairy tale genre -Infer the moral, lesson, or cultural teaching in traditional literature -Understand that the lesson and messages of this fairy tale can be applied to their lives -Notice and remember literary language patterns that are characteristic of traditional literature (e.g., <i>Once upon a time, happily ever after</i>) -Understand that characters in a fairy tale are usually flat (good or bad) and static -Notice and understand how the author uses literary language such as similes to convey images -Notice the story outcome that is typical of this traditional literature -Infer messages about good and evil, greed, truth, and promises -Notice the author's use of subtle humor 	The Twelve Dancing Princesses Beauty and the Beast The Dragon Prince: A Chinese Beauty and the Beast Tale Rumpelstiltskin Brave Red, Smart Frog: A New Book of Old Tales		

	<p>-Follow a text with short stories related to an overarching theme and plots that are intertwined</p>			
<p>Cinderella Stories</p>	<p>-Infer and understand the moral lesson in the traditional fairy tale</p> <p>-Understand how the illustrations contribute to the mood and message of the book</p> <p>-Notice whether characters change as a result of events</p> <p>-Infer the importance of the setting in this Cinderella story</p> <p>-Notice and think critically about the author's use of words and colloquial language</p> <p>-Notice the narrator of Cendrillion and understand her perspective on the story</p> <p>-Understand that the same types of characters may appear over and over again in traditional literature</p> <p>-Notice and understand which characters in Domitila change and which do not</p> <p>-Notice the story's outcome is typical of this traditional tale</p>	<p>The Rough Faced Girl</p> <p>Sootface: An Ojibwa Cinderella Story</p> <p>Cendrillion: A Caribbean Cinderella</p> <p>Domitila: A Cinderella Tale from the Mexican Tradition</p> <p>The Persian Cinderella</p> <p>Yeh-Shen: A Cinderella Story from China</p>		

	<p>-Compare and contrast settings, plots, and characters across texts</p> <p>-Notice how illustrations and text go together in a meaningful way</p>			
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Reading Mini-Lessons (one a day)

Studying Authors	<p>-Understand that an author usually writes several books and that there are often recognizable characteristics of the writing across books</p> <p>-Understand that authors sometimes get writing ideas from their own lives</p> <p>-Understand that writers often revisit the same themes, topics, and settings across their books</p>	<p>Mini-Lesson (LA.U3.RML 1 pg 158) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U5.RML2 pg 160) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U5.RML 4 pg 164) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 L.RF.4.4 RL.CT.4.8</p>
Studying Fantasy 1.5 weeks <i>*Some lessons can be combined</i>	<p>-Notice and understand the characteristics of fantasy as a genre</p> <p>-Create a working definition of fantasy</p>	<p>Mini-Lesson (LA.U21.RML1 pg 378) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U21.RML2 pg 380) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Graphic organizers</p> <p>-Exit Tickets</p> <p>-Reading Notebook checks</p>	<p>RL.CR.4.1 RL.CT.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.CT.4.8 L.RF.4.4 L.WF.R.2C L.WF.4.3(A,F,G) L.KL.4.1(A-D)</p>

	<p>-Notice and understand that a defining characteristic of fantasy is that the story could never happen in the real world</p> <p>-Notice and understand that the setting of a fantasy story can be in the real world or in an imagined world and is often important to the plot</p> <p>-Understand that a common motif in fantasy is that normal objects and things can be magical</p> <p>-Notice and understand that an important theme in fantasy stories is good versus evil</p> <p>-Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society</p>	<p>Mini-Lesson (LA.U21.RML3 pg 382) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U21.RML4 pg 384) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U21.RM5 pg 386) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U21.RML6 pg 388) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U21.RML7 pg 390) Mini Lesson Have a Try Summarize and Apply Share</p>		
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<p>Studying Fairy Tales 1.5 weeks <i>*Some lessons can be combined</i></p>	<p>-Notice and understand the characteristics of a fairy tale</p> <p>-Create a working definition of a fairy tale</p> <p>-Understand that the use of magic and the presence of the supernatural are important elements in fairy tales</p> <p>-Understand that the same fairy tales exist in many cultures but are told in ways that reflect the culture of the place of origin</p> <p>-Infer the moral or lesson and understand that the story outcome or lesson reflects the values of the culture of the place of origin</p> <p>-Understand that the characters in a fairy tale are usually flat (ie, either good or bad) and static</p>	<p>Mini-Lesson (LA.U22.RML1 pg 394) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML2 pg 396) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML3 pg 398) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML4 pg 400) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML5 pg 402) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML6 pg 404) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML7 pg 406) Mini Lesson Have a Try</p>	<p>-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks</p>	<p>RL.CR.4.1 RL.CT.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 RL.MF.4.6 RL.CT.4.8 L.RF.4.4 L.WF.R.2C L.WF.4.3(A,F,G) L.KL.4.1(A-D)</p>
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	<p>-Understand that a recurring theme in fairy tales is that good triumphs over evil</p> <p>-Understand that fairy tales often have an element of romance and/or adventure</p> <p>-Notice and remember literary language patterns that are characteristic of the beginning and ending of fairy tales</p>	<p>Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML8 pg 408) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (LA.U22.RML9 pg 410) Mini Lesson Have a Try Summarize and Apply Share</p>		
<p>Using graphic organizers to share thinking about books (Venn diagrams and webs) <i>Integrate with lessons for comparison as well as characteristics lessons</i></p>	<p>-Learn how to use webs as graphic organizers to connect information within a text or across texts</p> <p>-Use a Venn diagram to compare and contrast books</p>	<p>Mini-Lesson (WAR.U4.RML4 pg 600) Mini Lesson Have a Try Summarize and Apply Share</p> <p>Mini-Lesson (WAR.U4.RML5 pg 602) Mini Lesson Have a Try Summarize and Apply Share</p>	<p>-Notebook checks -Graphic organizers</p>	<p>W.WP.4.4 W.WR.4.5 W.SE.4.6 W.RW.4.7</p>
<p>Comparing texts <i>1 week</i></p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML4] ○ Character 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.4.6 RL.CT.4.8 RI.IT.4.3 RI.PP.4.5 RI.CT.4.8 W.WP.4.4 W.RW.4.7 W.WR.4.5</p>

	<p>diagram, or T chart to compare and contrast texts - Compose a comparison essay</p>	<p>Comparison [LA.U26.RML3] ○ Graphic Organizer [WAR.U4.RML3,4,5] ○ Written response [WAR.U3.RML1-5, WAR.U5.RML1-9]</p>	<p>W.SE.4.6</p>
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ELA.L.RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
ELA.L.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p>
ELA.L.WF.4.2.C	<p>Spell grade-appropriate words correctly, consulting references as needed.</p>
ELA.L.WF.4.3	<p>Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p>
ELA.L.KL.4.1	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
ELA.L.VL.4.2	<p>Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>
ELA.L.VI.4.3	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
ELA.RL.CR.4.1	<p>Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.</p>
ELA.RL.CI.4.2	<p>Summarize a literary text and interpret the author's theme citing key details from the text.</p>
ELA.RL.IT.4.3	<p>Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p>
ELA.RL.TS.4.4	<p>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.</p>
ELA.RL.PP.4.5	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
ELA.RL.MF.4.6	<p>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p>
ELA.RL.CT.4.8	<p>Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.</p>
ELA.W.AW.4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>
ELA.W.WP.4.4	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
ELA.W.WR.4.5	<p>Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p>

ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
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.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

Cross Curricular/21st Century Connections

Cross Curricular:

Social Studies- Use nonfiction books for guided reading groups. Research different cultures around the world based off of IRAs.

Science- Research animals, different cultures, important figures in history, and plants from IRAs.

Math- Create graphs and charts based on independent reading genres.

21 Century Connections:

9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions when presenting to an audience.

Unit 10: Building Community with a Shared Read

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

Summary of the Unit

Students will continue reading a variety of texts in order to improve their reading fluency, comprehension, and build their vocabulary. Students will read and discuss engaging fiction books that take place in a variety of locations and time periods within a Novel Study. ***“There is powerful learning—academic, social, and personal—that can happen when a community of students experiences the world of a novel together and studies it” says Ariel Sacks on EdWeek.*** Students will strengthen their classroom community through meaningful, lively discussion of the grade-level novel study, *The Tiger Rising*, *Toliver’s Secret* or any grade-level approved text. Students will notice significant moments in a work of literature, called "Signposts". Students will note these events and examine their impact on the story. Students will continue to reflect on themselves as readers and share their thoughts in a variety of reading responses. Throughout this unit, students will work on their foundational skills of reading behaviors and reflect on themselves as active readers.

Enduring Understandings

- Characters face situations that reveal their inner struggles.
- Characters offer life advice to each other to provide insight.
- Plot events recur throughout some texts to draw attention to an ongoing problem or recurring theme.
- Flashbacks or recollections by a character interrupt the forward progress of a story in order to draw attention to a key event.

Essential Questions

- Do characters (people) change or grow?
- How does self-esteem affect daily life?
- Can you overcome an obstacle to achieve a goal?

Summative Assessment and/or Summative Criteria

Response to reading tasks (written and/or illustrations), Trimester 3 Benchmark, BAS, Reading Records, cold-read assessments

Resources

Mini Lessons: These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Daily 3/Reading Workshop
- Reader's Notebook
- Book Talk
- Fluency
- Achieve 3000
- Notice & Note Signposts
- Novel Study

Independent Reading: (Guided Reading)

- Fluency
- Increase grade-level comprehension

Vocabulary

- Build vocabulary (IRA, Guided Reading)

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teacher's Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (F&P)

Jennifer Serravallo's Reading Strategies Book

IRA Text Set including:

*Novel Study (The Tiger Rising, Toliver's Secret or grade-level set)

Optional Related Read Alouds (can be used in between IRA texts):

- Because of Winn-Dixie by Kate DiCamillo
- The One and Only Ivan by Katherine Applegate
- Frindle by Andrew Clements

- I Survived... by Lauren Tarshis
- Shiloh by Phyllis Reynolds Naylor
- Matilda by Roald Dahl
- The Lemonade War by Jacqueline Davies

Chart paper & drawing materials

Reader's Notebook

IXL Language Arts

Unit Plan

Unit Plan				
Topic/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Interactive Read Aloud				
	IRA(Interactive Read Aloud) Utilize the IRA Folder to complete the following steps for each book: Introduce the text Read the text Discuss the text Respond to the text (Shared Interactive Writing or Independent Response to Reading)		-Use Assess the Learning to identify behaviors that demonstrate meeting of the goal -Observation through discussion/anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers -Exit Tickets	L.RF.4.3 L.RF.4.4 SL.PE.4.1 SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6 SOC.6.1.5.CIVIC.4 SOC.6.1.5.CIVIC.DP.1-3 SOC.6.1.5.HR.3 SOC.6.1.5.PI.1 SOC.6.1.5.PR.1 SOC.6.1.5.HIST.CC.2 SOC.6.1.5.HIST.UP5-7
Reading Mini-Lessons (one a day)				
Notice and Note Fiction Signposts 3 weeks *Novel Study	-Notice when characters act in surprising ways and think about what this reveals about them. -Identify places in the text that reveal a contrast or contradiction and ask: "Why would the character act this	Mini Lessons: Contrasts and Contradictions <i>(Notice and Note pages 114-127)</i>	-Observation through discussion/anecdotal notes -Graphic organizers -Exit Tickets -Reading Notebook checks -Graphic Organizers from Notice and Note book	RL.CR.4.1 RL.CT.4.2 RL.IT.4.3 L.RF.4.4 L.WF.4.2C L.WF.R.3(a,f,g) L.KL.4.1 (A-D) W.WP.4.4 W.WR.4.5 W.SE.4.6 W.RW.4.7 LA.W.4.4 LA.W.4.9 SL.PE.4.1

	<p>way?"</p> <p>-Use precise, exact words to describe characters' actions and notice repeating patterns.</p> <p>-Recognize when something is repeated and ask: "Why does this happen again and again?"</p> <p>-Pay attention to characters' struggles/challenges and see them as turning points.</p> <p>-Recognize when the main character puts into words the major problem he/she is facing and ask: "What does this question make me wonder about?"</p> <p>-Notice phrases that indicate a sudden or growing awareness such as "I realized" and "now I understand" and ask: "How might this change things?"</p> <p>-Identify the scene in which a wiser, and generally older, character offers the main character critical advice. Ask: "What's the life lesson and how might it affect the character?"</p> <p>-We can learn and</p>	<p>Mini Lessons: Again & Again (<i>Notice and Note</i> pages 163-175 & <i>The Reading Strategies Book</i> 11.1 and 7.1)</p> <p>Mini Lessons: Tough Questions (<i>Notice and Note</i> pages 140-151)</p> <p>Mini Lessons: Aha Moment (<i>Notice and Note</i> pages 128-139)</p> <p>Mini Lessons: Words of the Wiser (<i>Notice and Note</i> pages 152-162 and <i>The Reading Strategies Book</i> 7.3)</p> <p>Mini Lessons: Memory Moment (<i>Notice and Note</i> pages 176-187)</p>		<p>SL.II.4.2 SL.ES.4.3 SL.PI.4.4 SL.AS.4.6</p>
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	<p>give advice based on how characters treat each other.</p> <p>-Be alert to moments where the character remembers something from the past and ask: "Why might this be important?"</p>			
<p>Comparing texts</p> <p>1 week</p>	<p>-Different texts can have the same theme or main idea</p> <p>-Notice how characters may see things differently from another character</p> <p>- Use a grid, web, Venn diagram, or T chart to compare and contrast texts</p> <p>- Compose a comparison essay</p>	<p>Using IRAs, Guided Reading books, Achieve 3000, or Storyworks paired texts...</p> <ul style="list-style-type: none"> • Mini Lesson (options) <ul style="list-style-type: none"> ○ Theme/Main Idea[LA.U9.RML4] ○ Character Comparison [LA.U26.RML3] ○ Graphic Organizer [WAR.U4.RML3,4 ,5] ○ Written response [WAR.U3.RML1-5, WAR.U5.RML1-9] 	<p>-Varying ways to represent compare character, setting, problem, POV, conflict, solutions, theme, genre, etc</p> <p>- Notebook check</p> <p>-Written response</p>	<p>RL.MF.4.6</p> <p>RL.CT.4.8</p> <p>RI.IT.4.3</p> <p>RI.PP.4.5</p> <p>RI.CT.4.8</p> <p>W.WP.4.4</p> <p>W.RW.4.7</p> <p>W.WR.4.5</p> <p>W.SE.4.6</p>

ELA.L.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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.WF.4.2.C

Spell grade-appropriate words correctly, consulting references as needed.

ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.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.
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ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, point to pictures often while

reading, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions, provide I charts for centers, let students read books to self before reading story to study pictures.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart. Role play friendships with several different scenarios. Give students a brown bag to fill with items that are meaningful to their family.

Gifted Students- Create a new story with the same characters during Daily 3 time, research projects on topics of IRA, leadership roles in Daily 3 Centers, above grade-level texts available for Independent Daily Reading.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: RAZ-Kids, Epic, Storyline Online, Tumblebooks

Work on Writing options: Google Classroom, Google Docs

Improve Nonfiction Reading Skills: Achieve3000

Improve Reading Skills: Readworks, Commonlit, Scholastic Storyworks, IXL Language Arts

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