

Unit Title		Estimated Time Frame
Around the World		36 days
Big Idea		
Texts help authors share messages and information with readers.		
Essential Question(s)		Literacy Practices
<p>How do details in a text help me understand the theme(s) or central idea(s)?</p> <p>How do characters' thoughts and actions influence the story?</p> <p>How do events or concepts in a text connect with one another?</p> <p>How are myths and other traditional literature texts similar and different to one another?</p> <p>How do reasons and evidence support claims the author makes in a text?</p> <p>How can organizing my writing help me convey my opinion on a given topic?</p>		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/Samples of Success Criteria
<p>RL.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● cite relevant implicit and explicit evidence ● determine theme <p>Considerations: Analyzing text will be a new skill for 4th graders. Explicitly teach and model the skill of analysis outside of text before applying the skill to text.</p>	<p>I am learning to analyze how the theme is reflected in a text to help me better understand what the author is telling me.</p> <ul style="list-style-type: none"> ● I can determine the theme of a text using implicit and explicit information. ● I can cite relevant implicit and explicit information that reflects the theme. ● I can analyze how the theme is reflected through the implicit and explicit evidence in the text.

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<p>RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● cite information from text ● cite relevant implicit and explicit information (that supports central idea) <p>Considerations: Analyzing texts will be a new skill for 4th graders. Explicitly teach and model the skill of analysis outside of text before applying the skill to text.</p>	<p>I am learning to analyze how the central idea is reflected in a text to help me better understand what the author is teaching me.</p> <ul style="list-style-type: none"> ● I can determine the central idea of a text using implicit and explicit information. ● I can cite relevant implicit and explicit information that reflects the central idea. ● I can analyze how the central idea is reflected through the implicit and explicit evidence.
<p>RL.4.3 Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Identify characters, setting and events ● Describe characters (traits, motivations, actions and feelings) using textual details ● Explain how characters affect the plot of a story <p>Considerations: RL4.3 to be taught BEFORE RL4.2</p>	<p>I am learning how the elements of a story interact over the course of a text.</p> <ul style="list-style-type: none"> ● I can determine the thoughts, words and actions of a character. ● I can describe a character's thoughts, words, and action using specific details from the text. ● I can define interactions - what happened and why. ● I can describe the interaction of two or more characters in a story or drama. ● I can analyze characters' actions over the course of a text through the characters' thoughts, words, and actions. ● I can describe the setting of a story. ● I can analyze how the setting influences the story or drama. ● I can describe the events of a story. ● I can analyze how the events influence the story. ● I can analyze how the characters, setting, and/or events interact with one another to influence the story.

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<p>RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> describe relationships between individuals, events, procedures, ideas or concepts in a text <p>Considerations: This standard is complex and involves reading a variety of texts for a variety of purposes. Adapt your Learning Intentions and Success Criteria to reflect your explicit instructional purpose.</p>	<p>I am learning to explain what happens and why in informational texts.</p> <ul style="list-style-type: none"> I can identify the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text. (NOTE: All parts of this standard should not be taught simultaneously) I can explain what happened and why over the course of a text and cite specific information to support my thinking.
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify reasons and evidence to support claims Identify claims the author makes in a text <p>Considerations: Understanding and explaining how authors use text information to support claims will be a new skill for 4th graders. Explicitly teach and model making the connection between the evidence and reasons and the author's claims.</p>	<p>I am learning how authors support claims in texts.</p> <ul style="list-style-type: none"> I can identify and describe the claims that the author makes in a text. I can identify the evidence and reasons given to support claims made in a text. I can explain how an author uses evidence and reasons to support claims in a text.
<p>RL.4.9 Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify themes, settings and plots of stories written by the same author Compare/contrast themes, settings and plots of stories written by the same author <p>Considerations: Students will be familiar with comparing and contrasting; new learning will include topics and patterns of events within texts. Additionally, planning for and using myths and traditional</p>	<p>I am learning to compare/contrast the themes in a variety of texts.</p> <ul style="list-style-type: none"> I can determine the themes in texts. I can compare the themes in texts. I can contrast the themes in texts. <p>I am learning to compare/contrast topics in a variety of texts.</p> <ul style="list-style-type: none"> I can determine topics within texts.

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	literature from different cultures is a requirement for teaching this standard.	<ul style="list-style-type: none"> I can compare topics within texts. I can contrast topics within texts. <p>I am learning to compare/contrast patterns of events in a variety of texts.</p> <ul style="list-style-type: none"> I can identify patterns of events in texts. I can compare patterns of events in texts. I can contrast patterns of events in texts.
RI.4.9 Integrate information from two or more texts on the same theme or topic.	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify and cite information from two texts on the same theme or topic <p>Considerations: Although students have not explicitly heard or used the term 'integrate', students have been exposed to using multiple texts on the same topic to gather information.</p>	<p>I am learning to integrate information from multiple texts on the same theme/topic.</p> <ul style="list-style-type: none"> I can identify the theme or topic of a text. I can identify information from two texts on the same theme or topic. I can integrate information from two or more texts on the same theme or topic.
RL/RI.4.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	<p>Prerequisite Skills: Students should be able to read and comprehend texts independently and proficiently in prior grade levels; text complexity increases as students move toward standard mastery.</p> <p>Considerations: Students should have time to read both self-selected and teacher-selected texts independently.</p>	<p>I am learning to use strategies to read and understand texts.</p> <ul style="list-style-type: none"> I can monitor my reading to be sure that it makes sense and what I say matches what I see. I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> reread and think about what would make sense break the word and think about what would make sense skip the word and read on I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> using prior knowledge questioning

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		<ul style="list-style-type: none"> ○ visualizing ○ determining importance ○ inferencing ○ summarizing ○ synthesizing ● I can analyze texts while reading independently. ● I can control which strategies help me to comprehend and analyze when I am reading independently.
<p>C.4.1 Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ● Introduce the topic, followed by an opinion statement, and create an organizational structure. <p>Considerations: Prior to 4th grade, students have been given prompting and support with producing pieces. Writing instruction should be highly modeled and scaffolded. Consider using a gradual release of responsibility model.</p>	<p>I am learning to use reasons and information to write an opinion piece.</p> <p>Composing and Drafting:</p> <ul style="list-style-type: none"> ● I can identify and describe my opinion as an author. ● I can support my opinion with reasons and information from texts and digital resources. ● I can identify the audience for my opinion piece. ● I can create a writing plan to support my opinion with the audience in mind. ● I can add to my plan by collecting facts, definitions, concrete details, quotations, or other information and examples. ● I can create an organized introduction: <ul style="list-style-type: none"> ○ Introduce topic clearly ○ State opinion ○ Create an organizational structure that groups ideas to support my opinion ● I can develop my opinion: <ul style="list-style-type: none"> ○ Provide reasons that are supported by facts and details

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		<ul style="list-style-type: none"> ○ from texts and digital resources ○ Use transitions ● I can develop a concluding section: <ul style="list-style-type: none"> ○ Restate/summarize my topic and opinion <p>Editing and Revising:</p> <ul style="list-style-type: none"> ● I can work with peers to revise my writing to make sure the purpose is clear (introduction, audience, overall text formatting and idea grouping, transition statements). ● I can work with peers to revise my writing to add more support (details, quotations, examples). ● I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2).
Essential Vocabulary		
<p>analyze- examine in detail to describe or explain a concept or information</p> <p>central idea - the most important idea that tells what the paragraph or text will be about</p> <p>detail - small, important part of the story</p> <p>domain-specific vocabulary - words that are not frequently used except in specific content areas or domains. (tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content)</p> <p>explicit evidence- fully and clearly expressed or demonstrated</p> <p>figurative language- a word or group of words whose meaning is different from its literal meaning</p> <p>historical text - informational text that is written about a person, place, event, or time period in history</p> <p>implicit evidence - evidence that is not directly stated by the author; readers must look for clues within the text, along with what they already know, to use implicit evidence within the text</p> <p>theme - the overall message or lesson learned in a text</p>		
Supporting Standards		

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<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words. (supports RL & RI.4.10)</p> <p>RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.(supports RL & RI.4.10) a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL.4.6 Compare/contrast the point of view of first and third person narrators and the effect they have on the reader. (Supports RL.4.10)</p> <p>RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic. (Supports RI.4.10)</p> <p>C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Supports C.4.2)</p> <p>L.4.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. (Supports C.4.1, C.4.2, C.4.3) a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. (Supports C.4.1, C.4.2, C.4.3) a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.</p>	
Summative Assessment	
TBA	
Anchor Text(s)	
Wonders: <ul style="list-style-type: none"> • <u>Animal Adaptations</u> (Unit 2, Week 4) 	

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<ul style="list-style-type: none"> • <u>Ranita, The Frog Princess</u> by Carmen Agra Deedy (Unit 2, Weeks 3 & 4) <p>Amplify Science: <u>Investigating Animal Senses</u> (Use when text is being used in science block)</p> <ul style="list-style-type: none"> • NOTE: Science and Social Studies texts used in the ELA Unit Frameworks should only be introduced after they have been introduced in the content area, and should be taught with a focus on reading standards rather than science/social studies content. Reading these texts during the ELA block does not replace reading or instruction during the science/social studies block(s). Reading texts multiple times builds fluency and comprehension and will support both literacy and content knowledge development. 	
Additional Resources	
<p>Mentor Texts for Writing <u>Rise up and Write It!</u> by Nandini Ahuja and Anoosha Syed</p> <p>Text Ideas for Reading Wonders: <u>The Secret Message</u> (Unit 2, Week 1) Wonders: <u>The Fox and the Goat</u> (Unit 2, Week 1) Wonders: <u>The Ant and the Grasshopper</u> (Unit 2, Week 2) Wonders: <u>Rescuing our Reefs</u> (Unit 2, Week 3) Wonders: <u>Spiders</u> (Unit 2, Week 2)</p> <p>Other Resources Readworks Commonlit Composition in the Classroom</p> <p>Social Studies: myWorld Interactive 2.1 <u>Early Explorers and Advances in Technology</u> myWorld Interactive 2.2 <u>Explorers for Spain</u> myWorld Interactive 2.3 <u>The Columbian Exchange</u></p> <p>Consider Pairing with Social Studies: 4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions. 4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.</p>	

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4.I.Q.1 Ask compelling questions about migration and settlement 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. (Teacher modeled) 4.I.U.E.2 Determine the value and limitations of primary & secondary sources. 4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions. 4.I.CC.4 Use listening and consensus-building to determine the ways to support people in transitioning to a new community.	