

Unit Title Unit 5		Estimated Time Frame
More Than Words		31 days
Big Idea		
Authors have many ways of sharing their message with readers.		
Essential Question(s)	Literacy Practices	
<p>How does the overall structure of a text help me understand the author's message?</p> <p>How do authors organize information in non-fiction texts?</p> <p>How do I gather, organize, and categorize information that I will use in my writing?</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.4.5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Describe and provide evidence for how parts of the text contribute to the overall structure (including/not limited to linear, nonlinear and circular structures). <p>Considerations: Analyzing text structure 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 how texts are structured, so that I can better understand what I read.</p> <ul style="list-style-type: none"> ● I can define linear/nonlinear/circular text structure. ● I can determine the text structure used in a poem/story/drama. ● I can analyze how text structure is used in a poem/story/drama.

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<p>RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. <p>Considerations: Analyzing text structure 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 how informational texts are structured, so that I can better understand what I read.</p> <ul style="list-style-type: none"> I can describe how the author uses text structure to organize the events in a story. I can describe how the author uses text structure to organize the ideas in a story. I can describe how the author uses text structure to organize the concepts or information in a story.
<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 literature from different cultures is a requirement for teaching this standard.</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. 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.

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<p>RI.4.9 Integrate information from two or more texts on the same theme or topic.</p>	<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.
<p>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> <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>Prerequisite Skills/Considerations: (Previously taught)</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 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

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	reading independently.	
<p>C.4.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (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 clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. 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"> ● introduce the topic ● conjunctions, transitions, ● concluding section ● strengthen writing with support from peers and adults <p>Considerations: Teach students to give specific, useful, and respectful feedback during peer conferencing.</p> <p>C.3.2a was “with guidance and support” C 4.2b includes grouping information into paragraphs and sections with formatting</p>	<p><i>**consider using a rubric to show Success Criteria for writing pieces</i> <i>** portions of a rubric may be used to correspond with instruction</i></p> <p>I am learning to compose informative (and/or explanatory) texts to examine a topic and convey ideas and information.</p> <p>Composing & Drafting:</p> <ul style="list-style-type: none"> ● I can identify the purpose and audience for my writing.. ● I can create a plan to logically group ideas that support my purpose 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 introduce my topic clearly by: <ul style="list-style-type: none"> <input type="checkbox"/> providing a general focus <input type="checkbox"/> providing the audience with a connection (relevance and/or background information) <input type="checkbox"/> providing a thesis statement ● I can develop the topic with logically ordered sections that: <ul style="list-style-type: none"> <input type="checkbox"/> group related information <input type="checkbox"/> are elaborated with facts, definitions, concrete details, quotations or other information and examples <input type="checkbox"/> are formatted with audience in mind

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	<ul style="list-style-type: none"> <input type="checkbox"/> use illustrations and multimedia when useful to aiding comprehension <input type="checkbox"/> use precise language and vocabulary <input type="checkbox"/> use conjunctions and phrases to connect facts and details to the focus <input type="checkbox"/> use transitions and text features to develop structure and link ideas to the focus • I can provide a concluding section. <ul style="list-style-type: none"> <input type="checkbox"/> restate the thesis <input type="checkbox"/> relink general focus to the thesis <input type="checkbox"/> restate the relevance to the audience (connections, call to action, clencher) <p>Editing and Revising: <i>**consider using a checklist to share editing/revising Success Criteria</i></p> <ul style="list-style-type: none"> • I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting & 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) <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>C.4.6 Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● summarize information from experiences ● gather information from print & digital sources ● analyze by sorting into appropriate categories ● take brief notes <p>Considerations: new learning includes: - “relevant” information - use of “various” sources - provide a list of sources</p> <p>-informational summary: a brief recounting of the main ideas and most important details of informational text; uses an organized manner, such as by answering who, what, when, where, why, and how</p> <p>-teach note taking strategies</p>	<p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> ● I can list relevant information from my experiences. ● I can sort the information into categories to analyze. ● I can summarize each category of information. <ul style="list-style-type: none"> ● (teacher created rubric for summary) <p>I am learning to gather information and provide a list of sources.</p> <ul style="list-style-type: none"> ● I can identify a topic and select various print and digital sources. ● I can categorize information while I take notes from sources. ● I can provide a list of sources. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
Essential Vocabulary		

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<p>analyze: examine in detail to explain a concept or information</p> <p>circular text structure: a text that ends where it began</p> <p>compare: to tell what is the same about two or more things</p> <p>contrast: to tell what is different about two or more things</p> <p>integrate: to bring together; to mix together to create something new</p> <p>linear text structure: traditional text structure that follows typical plot line; texts that should be read from beginning to end</p> <p>non-linear text structure: texts that do not have to be read from beginning to end</p> <p>theme: the overall message or lesson learned in a text</p>	
Supporting Standards	
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</p> <p>RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.</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.</p> <p>RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic.</p> <p>C.4.4 With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. 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> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing</p>	

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flexibly from an array of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	
Summative Assessment	
School created end-of-unit assessment	
Anchor Text(s)	
<p>Wonders The Incredible Shrinking Potion (U5 W4) How Ben Franklin Stole the Lightning (U5 W3)</p> <p>Amplify Warning: Tsunami! (1.3)</p> <p>My World Interactive: 5.1 Principles of Our Government 5.2 How Our Government Works 5.3 Our Rights and Responsibilities</p>	
Additional Resources	
<p>Wonders</p> <ul style="list-style-type: none"> • <u>Swimming to the Rock</u> (Unit 4, Week 5) • <u>The Moondust Footprint</u> (Unit 4, Week 5) • <u>Why Does the Moon Change Shape?</u> (Unit 4, Week 4) • <u>Bringing Government Home</u> (Unit 4, Week 2) <p>Consider Pairing with Social Studies</p> <p>4.I.U.1 Integrate evidence from two or more sources to answer compelling and supporting questions.</p> <p>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> <p>4.I.Q.1 Ask compelling questions about migration and settlement</p>	

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