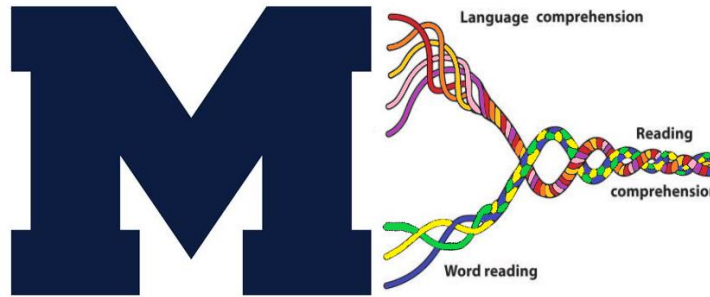




FOURTH GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #1: A Kid's Life</i>	Suggested Duration	<i>3-4 weeks</i>
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GSE Standards

Priority Standards

ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELAGSE4RI4 Determine the meaning of general academic language and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Essential Questions

Factual—	Inferential—	Critical Thinking-
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Where and when did the topic figure live? What led the topic figures to take the actions they did? What happened as a result of their actions?	How did other people's perceptions and actions affect the topic figure? What allowed the topic figure to overcome whatever setbacks they encountered?	How would the topic figure's life have been different if they were born in another place or time? What are other ways they could have responded and how would the outcomes have been different?
Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
fact, opinion, detail, example, idea	implicit, explicit, inference, support, structure	cite, paraphrase, summarize

Science of Reading Strategies

Berger Framework for Comprehension: Template Berger Framework with Instructional Notes	<p>Comprehension Strategy</p> <p>Use free online software (Canva, LucidChart, etc) or large chart paper to create Concept Maps that reflect categories among new learning. Link new learning to previous learning by adding on to existing concept maps about similar topics whenever possible rather than creating new ones from scratch.</p>	<p>Vocabulary Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 5 Vocabulary to guide students to create a Frayer Model (pp. 13-15) for new vocabulary that is key to understanding the main idea of a text.</p>
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Assessments

Formative Assessment(s):

Description: Expanding Vocabulary

- After reading the first book in this unit, have them categorize important vocabulary into domains including those shown below.

<p>History</p> <p><i>Example: ago, decades, turn of the century</i></p>	<p>Science</p> <p><i>Example: invent, create, discover</i></p>
<p>Arts</p> <p><i>Example: compose, perform</i></p>	<p>Identity</p> <p><i>Example: young, woman, Peru</i></p>

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2. For each subsequent book, challenge students to first come up with sentences retelling the most recent book using vocabulary gathered from previous readings.
3. After creating their sentences, students should add vocabulary from the most recent book to their chart.

Standards:

ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ELAGSE4RI4 Determine the meaning of general academic language and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Summative Assessment(s):

Description: [ReadWorks "Malala Yousafzai"](#)

Standards:

ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing Task and Rubric:

Description: Profile of Perseverance

1. Provide students with the link to [Six Famous People Who Failed Before Succeeding](#) or another source featuring entrepreneurs or inventors who encountered setbacks before succeeding.
2. Have students select a figure from the provided resource or other entrepreneur/inventor to research and create a 3 Column Chart similar to the one in the Berger Framework for *Marvelous Mattie*.
3. Students should use their completed chart to draft an informational essay explaining the setbacks that the figure they chose encountered, how they responded to them, and the outcome of their perseverance. Provide students with the [Information Writing Checklist](#) while working and score their final products using the [Information Writing Rubric](#).

Standards:

ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective or Content	Learning Experiences	Differentiation Consideration
<p>Building Background Knowledge Through The Berger Framework</p>	<ol style="list-style-type: none"> 1. Berger Framework: <i>Marvelous Mattie</i> 2. After reading <i>Marvelous Mattie</i> and <i>Freedom Summer</i>, have students compare and contrast the difference between a biographical text told about a child and a narrative text written through the eyes of a child. 	
<p>Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<ol style="list-style-type: none"> 1. After reading <i>Ada's Violin</i>, present students with the list of problems below: <ul style="list-style-type: none"> ● Not waking up when the alarm goes off ● Forgetting to turn off the oven after cooking ● Forgetting to charge my cell phone ● Difficulty opening a jar ● Bottles falling out of the refrigerator door when it is opened ● Perforated box opening not tearing properly ● Keeping items in a backpack dry on a rainy day ● Difficulty getting tape off the roll 2. Separate the class into small groups based on interest in one of the problems. Give students approximately 10–15 minutes to discuss the problem. Ask each group to come up with an invention to solve the problem, including materials they will need. 3. Bring the class back together and have groups share their inventions. After groups have shared, introduce a new stipulation that the inventions can only be made using materials available in the classroom. 4. Give students approximately 10–15 minutes to reenvision their idea with the new constrictions, then bring the class back together to share out how the second planning process was different and how that relates to Ada's success in the face of adversity. 	
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<ol style="list-style-type: none"> 1. Provide students with links to the following websites to learn more about inventors from different backgrounds. <ul style="list-style-type: none"> National Inventors Hall of Fame 14 Black Inventors You Probably Didn't Know About Famous Women Inventors Industry Profiles: Hispanic Inventors 2. Have students select an inventor to research and present a short biography including discussion of how life would be different for us without their invention(s). 	

Recommended High Quality Complex Text By Lexile Band

Preview all books for content before reading to students to look for any questionable material

I Could Do That! (District provided as previous transdisciplinary unit)

Freedom Summer (District provided as previous transdisciplinary unit)

Marvelous Mattie (This book can be found in Media Centers and at <https://openlibrary.org/>)

Earmuffs for Everyone (This book can be found in Media Centers and at <https://openlibrary.org/>)

