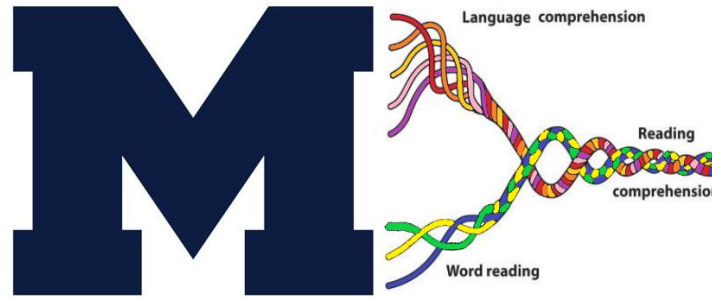




FOURTH GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Weather</i>	Suggested Duration	<i>3-4 weeks</i>
-------	----------------	--------------------	------------------

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.

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI5 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.

ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.

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

ELAGSE4W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Essential Questions		
<p>Factual—</p> <p>What are the steps in the water cycle?</p> <p>What are the different cloud types?</p> <p>What instruments are used to forecast the weather?</p>	<p>Inferential—</p> <p>How does the water cycle affect different parts of the world?</p> <p>How does forecasting the weather help different people?</p> <p>How are the phases of the moon connected with the steps of the water cycle?</p>	<p>Critical Thinking-</p> <p>Beyond scientific knowledge, what other skills does a meteorologist need to possess and develop?</p> <p>How important is the weather forecast to your daily life?</p>
Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
air, water, rain, cloud, moon, quarter, full, new	temperature, pressure, gauge, phase	precipitation, cirrus, stratus, cumulus, nimbus, barometer, anemometer, gibbous, crescent
Science of Reading Strategies		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 7 Fluency to lead a Lava Reading activity (p. 11) using a text that lends itself to expressive intonation, such as a two-page spread from <i>A Drop Around the World</i>.</p>	<p>Vocabulary Strategy</p> <p>Create a Semantic Map for key terms in this unit that have multiple morphological units, such as <i>condensation</i>, <i>precipitation</i>, <i>evaporation</i>.</p>

Assessments

Formative Assessment(s):

Description: Creating a Weather Map

1. Follow the directions for the [National Geographic Create a Weather Map](#) lesson to build understanding around using information from this unit to read a weather map.
2. Adapt the Informal Assessment of creating a weather map by having students choose three locations, one of which must be outside the United States.

Standards:

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

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Summative Assessment(s):

Description: ReadWorks “Climate Groups”; Includes Step 1 and Step 2 options for differentiating the text

Standards:

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

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.

Writing Task and Rubric:

Description: Cloud Walk Journal

1. Provide students with a copy of [Take a Cloud Walk](#) from GADOE’s Weather Distance Learning Plan and either read together as a class or assign as independent reading.
2. Students should use the Take Field Notes (p. 16) to reflect on what they see and hear outside. Emphasize the need to use academic vocabulary from this unit in their descriptions.
3. After reflecting, students should use the Write a Journal prompt (p. 17) to frame their observations as an informational response.
4. 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.

ELAGSE4RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	<ol style="list-style-type: none"> 1. Berger Framework: A Drop Around the World 2. After sharing <i>A Drop Around the World</i> as a read aloud and using parts of the text for LAVA Reading, discuss with students the difference that expressive reading makes in their level of engagement and understanding of the text. 	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Challenge students to pantomime different weather terms during repeated readings of a text in this unit.	
Performance Task - students should use both written and verbal expression to complete the task.	<ol style="list-style-type: none"> 1. Introduce the Weather Forecasting journaling activity (pp. 11-15) from GADOE Weather Distance Learning Plan at the beginning of the unit. 2. Have students follow the steps as described to try their hand at weather forecasting based on their new knowledge. 3. As a culminating activity, give students the option to use Green Screening software to present one day’s weather forecast like a real meteorologist. 	
Recommended High Quality Complex Text By Lexile Band		
<p>A Drop Around the World (District provided with previous transdisciplinary unit) One Well (District provided with previous transdisciplinary unit) Next Time You See a Cloud (District provided with previous transdisciplinary unit) Everything Weather (District provided with previous transdisciplinary unit)</p>		