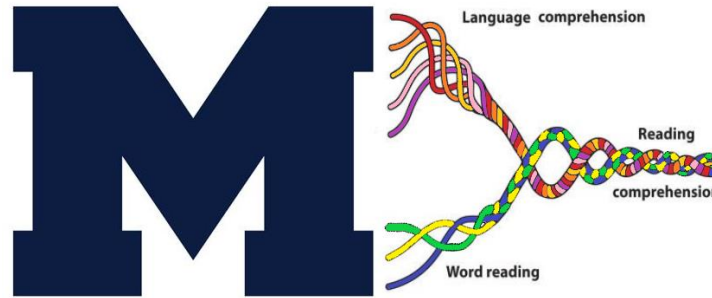




## FOURTH GRADE ELA KNOWLEDGE-BASED UNITS



<b>Theme</b>	<i>American Revolution</i>	<b>Suggested Duration</b>	<i>3-4 weeks</i>
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### GSE Standards

#### Priority Standards

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

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.

ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Essential Questions**

<p><b>Factual—</b></p> <p>What countries were involved in the American Revolution?</p> <p>How did different historical figures contribute to the American Revolution?</p>	<p><b>Inferential—</b></p> <p>How can a single event lead to a chain reaction of events?</p> <p>How could a smaller, lesser-trained militia of citizens defeat a larger, well-trained army of troops?</p>	<p><b>Critical Thinking-</b></p> <p>Which historical figures contributed most to America’s victory?</p> <p>Which event was the biggest turning point in the American Revolution?</p>
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
<p>cause, effect, event, sides, explain, influence, fight</p>	<p>revolution, independence, perspective, outcome, representation, liberty, victory, defeat</p>	<p>taxation, tyranny, regiment</p>

**Science of Reading Strategies**

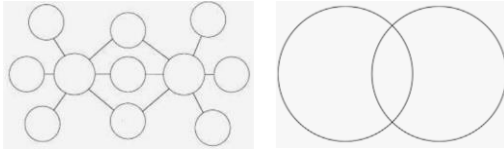
<p><a href="#">Berger Framework for Comprehension: Template</a></p> <p><a href="#">Berger Framework with Instructional Notes</a></p>	<p>Morphology Strategy</p> <p>Refer to <a href="#">Tool 4</a> handouts to break down multisyllabic words in this unit using Syllaboard and Syllable Spelling (pp. 31-32) and bring attention to how many terms use the suffix <i>-tion--revolution, taxation, representation, reconstruction</i>. Collaboratively decide on a possible root word after all affixes are removed then confirm using an <a href="#">online etymology dictionary</a>.</p>	<p>Vocabulary Strategy</p> <p><b>Concept Sort:</b> Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--people, places, values, causes, effects.</p>
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**Assessments**

**Formative Assessment(s):**

Description: Compare Elected Officials

1. Provide students with a Double Bubble Map or Venn Diagram and explain its use for comparing similarities and contrasting differences between objects or ideas.



2. Have students choose two of the historical figures they have learned about during this unit to compare and contrast based on their personal backgrounds and influence on the American Revolution.

**Standards:**

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.

**Summative Assessment(s):**

Description: ReadWorks “Paul Revere’s Ride”

**Standards:**

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

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.

**Writing Task and Rubric:**

Description: Who’s in Charge?

1. Have students plan and draft an opinion writing explaining which historical figure they have learned about during this unit had the biggest influence on the outcome of the American Revolution.
2. Provide students with the [Opinion Checklist](#) to guide their work. Use the [Opinion Writing Rubric](#) to score their final products.

**Standards:**

ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Objective or Content	Learning Experiences	Differentiation Consideration
<b>Building Background Knowledge Through The Berger Framework</b>	<a href="#">Berger Framework: <i>Let It Begin Here!</i></a>	
<b>Standards Based Text Activities</b> - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Have students create a <a href="#">Parallel Timeline</a> based on the events in <i>Let It Begin Here!</i> or other date/time oriented books in this unit. <ul style="list-style-type: none"> <li>● One side should list and briefly describe events from the American perspective and the other should do the same from the British perspective.</li> <li>● Allow students to tape multiple timelines together as needed to capture the important information.</li> </ul>	Remediation: Provide events for students to sort onto the timeline.  Enrichment: Use the three boxes on the template as a constraint to decide on the three most impactful events from each side's perspective.
<b>Performance Task</b> - students should use both written and verbal expression to complete the task.	Guide students through a Human Barometer activity based on the following value-based statements from this unit: <ol style="list-style-type: none"> <li>1. King George III could easily have prevented the American Revolution.</li> <li>2. Destroying goods during the Boston Tea Party was the best way for the Colonists to air their grievances.</li> <li>3. George Washington was the best choice for the first American president.</li> <li>4. The Battle of Saratoga was the most decisive battle in the American Revolution.</li> </ol>	
<b>Recommended High Quality Complex Text By Lexile Band</b>		
<p>The One and Only Declaration of Independence (This book can be found in Media Centers and at <a href="https://openlibrary.org/">https://openlibrary.org/</a>)</p> <p>Anna Strong (This book can be found in Media Centers and at <a href="https://getepic.com">https://getepic.com</a>)</p> <p>They Called Her Molly Pitcher (This book can be found in Media Centers and at <a href="https://openlibrary.org/">https://openlibrary.org/</a>)</p> <p>Boston Tea Party</p>		