



English Language Arts

Curriculum Unit Overview

4th Grade

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Getting to Know 4th Grade Students

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th	Time/Duration: 2 (partial) weeks
Course Summary: (optional) [Type Here]			
Unit Name: Getting to Know 4th Grade Students	Unit Number: Getting to Know 4th Grade Students	Created: 2021	Revised: 2024
Standards Addressed: • Audience and Purpose CC.1.4.4.B (informational), CC.1.4.4.H, CC.1.4.4.I (opinion) • Writing Conventions CC.1.4.4.R,			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Writers recognize that there is a purpose and target audience when writing.
2. Writing is a mode for describing oneself and communicating.
3. Clear writing incorporates the conventions of language and influences communication.
4. Effective speakers prepare and communicate messages to address an audience for a purpose.
5. Writing can be used to persuade.

Transfer

Students will be able to independently use their learning to...

1. Write sentences and mini paragraphs describing themselves, their likes, and their dislikes.
2. Read their writing to a classmate(s) and the teacher as an introduction of themselves. Display their work.
3. Determine all possible audiences who will be reading their writing (teacher, classmates, parents)
4. Write an opinion piece describing the best classroom design for optimal learning (desk decisions).
5. Read their opinion piece to a classmate.

Meaning

UNDERSTANDINGS

Students will understand that...

1. One way to communicate is through writing.
2. It is important to know who you are writing for (audience).
3. It is important to utilize speech to convey information and meaning.
4. Good speakers are aware of their audience, know their purpose, and speak at appropriate levels and paces to convey meaning.
5. Writing can be used to persuade.
6. Conventions of writing and spelling are important in written communication.

ESSENTIAL QUESTIONS

1. What is my purpose?
2. What makes clear and effective writing?
3. Who is the audience? What will work best for the audience?
4. How do grammar and the conventions of language influence spoken and written communication?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

1. Their sentences will communicate information about themselves.
2. Their writing will be read by a specific audience.
3. Their opinions matter and can be voiced through writing to include sound reasons.
4. Sentences must convey a complete thought.
5. All sentences have capitalization and punctuation.

SKILLS

Students will be skilled at (be able to do)...

1. Writing sentences and mini paragraphs to describe themselves to include likes and dislikes.
2. Identifying their audience and purpose for writing.
3. Speak at an appropriate volume, pace and clarity.
4. Writing sentences and mini paragraphs to voice their opinion on a subject to include valid reasons.
5. Writing complete sentences (not fragments).
6. Using capitalization to begin a sentence and punctuation to end a sentence.
7. Using a mentor text to find and state evidence to support an opinion

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria

Assessment Evidence

1. (Students) construct complete sentences to describe personal attributes, likes, dislikes, families and other information about themselves. (Skill 1, 5 and 6 - sentence and paragraph writing)

PERFORMANCE TASK(S)/Think GRASPS:

1. All About Me posters - written and illustrated work based on the student's life
2. Oral Presentations of All About Me Posters - presentation to the teacher and peers. (Skill 2 - Identifying audience)

2. (Students) orally read their writing to a peer(s) and to the teacher and display their work. Report on a topic or recount an experience in detail using appropriate facts and details. (Students) speak clearly with adequate volume, clear volume and pacing. (Skill 3 - presenting to an audience) 3. (Students) read an article based on different arrangements of desks, giving reasons for each. (Students) draw conclusions and cite evidence to defend their seating arrangement choice. (Skill 7 - reading, finding and reporting evidence)	3. Desk Decisions written opinion piece with three reasons - includes introductory statement, three pieces of evidence (reasons - from an article), and a concluding statement.
1. Baseline ELA data 2. Journal Writing/rough drafts	OTHER EVIDENCE: 1. IXL Diagnostic test (beginning of year) 2. Mini conferences with teacher

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Identify sentences and non sentences (fragments).
2. Discuss how we communicate through writing?
3. What is our purpose for writing, identifying an audience. (Who will be reading our writing? Why?)
4. What are some ways we can describe ourselves? (brainstorming webs)
5. How to write an introduction - mini lesson.
6. All sentences begin with a capital letter, proper nouns are capitalized.
7. All sentences end with punctuation.

8. Transition words connect ideas - mini lessons.
9. How to write a conclusion - mini lesson.
10. Presenting to a partner, small group, class.
11. Writing to give an opinion or persuasive - mini lessons.
12. Persuasive writing includes: introductions, sound/logical reasons, and conclusions - mini lessons, rough draft, teacher writing conference, final copy.

Module 1 - Becoming Yourself (Fantasy, Realistic Fiction, Folktale)

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th	Time/Duration: 3 weeks
Course Summary: (optional)			
Unit Name: Fantasy, Realistic Fiction, Folktale	Unit Number: Module 1 Wks 1-3	Created: 2021-2022	Revised: 2026

Standards Addressed:

- E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- E04.B-C.2.1.2 Describe the overall structure (cause/effect and text features) of the events, ideas, concepts, or features in a text or part of a text.
- E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards)
- E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped.
- E04.C.1.2.2 Develop a topic with facts and details
- E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic
- E04.C.1.2.5 Provide a concluding statement of section related to the information
- E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.2.1.2 Choose punctuation for effect.
- **CC.1.1.4.D** Know and apply grade-level phonics and word analysis skills in decoding words.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
2. Effective readers use appropriate strategies to construct meaning.
3. An expanded vocabulary enhances one's ability to express ideas and information.
4. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
5. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.

Transfer

Students will be able to independently use their learning to...

1. Read expository text about natural disasters comparing and contrasting information using a Venn diagram and paragraph writing.
2. Focus on and read text features discover information (headings, photographs, captions, maps, graphs, tables) about natural disasters not found in the main text.
3. Use information read/learned to construct a written report to share with others on a specific topic (natural disaster).
4. Use context clues to learn new words (vocabulary) that are content specific and used in multiple ways (multiple meanings).
5. Read sentences and determine the subject and predicate.
6. Given multiple sentence parts (subjects and predicates), combine them to create complete sentences.
7. Write multiple sentences focusing on subjects and predicates.
8. Recognize sentence types in text samples (declarative, imperative, interrogative, exclamatory).
9. Write sentences using different sentence types with correct punctuation (declarative, imperative, interrogative, exclamatory).
10. Complete word work to identify letter and phonic patterns in short vowel and long /a/ words

Meaning

UNDERSTANDINGS

Students will understand that...

1. Text can be written to compare and contrast information in expository text.
2. Text features are visual/graphic sources to provide information (headings, photographs, captions, maps, graphs, tables).
3. Writing to give information is grouped together by topic, includes facts and details, an introduction, and conclusion.
4. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.

5. Complete sentences contain a subject (who or what the sentence is about) and a predicate (what the subject does).
6. There are four main sentence types: declarative - to give information, imperative - a command, interrogative - a question, and exclamatory - shows strong emotion. Each sentence type conveys information or a feeling and has a specific punctuation.
7. English words can have long or short vowel sounds. Spelling patterns create different vowel sounds.

ESSENTIAL QUESTIONS

1. How do strategic readers create meaning from informational text? (What text features do they use to create meaning?)
2. Why learn new words?
3. What strategies and resources do learners use to figure out unknown vocabulary?
4. What is my purpose for writing?
5. What makes clear and effective writing?
6. How do grammar and the conventions of language influence spoken and written communication?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

1. When reading expository text, students will recognize when information is being compared or contrasted.
2. Students will identify different text features and use them to locate and gain information (captions, photos, headings, maps, graphs, tables).
3. Students will narrow information to a topic, find and cite information (paraphrase), facts, and data from text and text features.
4. Differentiate between complete sentences and fragments.
5. Recognize different sentences have specific purposes and need specific punctuation.

6. Conclude that words have specific spelling patterns based on their phonological sound.

SKILLS

Students will be skilled at (be able to do)...

1. Read and gain information from facts and information from various expository text pieces based on slow/fast changes to Earth.
2. Observe, read, and summarize information found in text features (captions, photos, headings, maps, graphs, tables).
3. Write to give information by choosing and narrowing a topic, organizing facts and information into a paragraph, writing an introductory sentence, and a concluding sentence.
4. Learn and use in writing, new content specific vocabulary words with multiple meanings.
5. Write sentences for each sentence type, punctuate them correctly, and read them orally to express feelings
6. Write complete sentences with a subject and predicate and punctuate them correctly.
7. Use and spell words with short vowel sounds and long /a/ sounds correctly in their writing.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate, complete details to compare and contrast 2. Accurate description of the authors use of text features 3. Complete sentences, accurate facts and details paraphrased, concise to the topic, well organized and informative. 4. Correct answers to a proficient level.	PERFORMANCE TASK(S)/Think GRASPS: 1. Venn Diagram - Students compare Slow Changes to Fast Changes - Students compare Types of Natural Disasters 2. Response to reading - Students describe how the author of the reading <i>A World of Change</i> uses text features to give additional information about natural disasters. 3. Natural Disaster Report - Students choose one of the natural disasters read about in class. Using the various texts and text features, students compile facts and details to paraphrase in their report. The report includes an introductory sentence, body paragraph with facts and details about the natural disaster, possible warnings, and safety precautions, and a concluding sentence. Writing is typed into a Pear

	Deck Slide. 4. Unit Test - Includes comprehension questions based on expository text and text features, vocabulary, text structure (compare/contrast), sentence types, subjects and predicates.
5. Complete sentences, accurate meanings, examples, synonyms or antonyms 6. Complete sentences and accurate labeling of synonyms and antonyms. 7. 85% correct or above - IXL Smartscore 8. Complete sentences, word usages makes sense, correctly punctuated. 9. Sentences make sense and stick to the prompt, organized, correct spellings, punctuation and capitalization are correct.	OTHER EVIDENCE: 1. Vocabulary Sentences - Students use vocabulary words in example sentences, write synonyms/antonyms for words, indicate words with multiple meanings and write the meanings 2. In centers on white boards, students write sentences and label subjects and predicates.(pair share, teacher share) 3. IXL JJ - Sentence types 4. Students write sentences of each of the four main types and punctuate correctly.(pair share, teacher share) 5. Paragraph with spelling words. (short vowels, long /a/ vowel), based on a prompt.

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: ***A World of Change, Earthquakes, and Volcanoes Inside and Out***
2. Mini Lessons on Text Structure - Compare Contrast
3. Use Venn Diagrams to practice then assess students' understandings of comparing and contrasting
4. Mini Lessons on Text Features - Students complete a *Text Feature Treasure Hunt* to locate and describe information found in text features of reading assignments.
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's use of text features in **A**

World of Change, student rubric provided, teacher assess for accurate descriptions of Text Features.

6. Natural Disaster Report, brainstorming, fact sheet, planning sheet with text boxes to organize introduction, body of facts and information, warning systems, safety plan, conclusion.
7. Teacher will review the assessment rubric with students.
8. Students will type their report and illustrate on a Pear Deck Slide.
9. Daily Vocabulary, word work (Picture vocabulary cards, context practice, synonym and antonym brainstorm, white board sentence writing, word card student practice, journal quick writes)
10. Daily grammar - Subjects and predicates (Mr. Morton video Clip, combining sentence parts for sentence writing, partner sentence strip writing, grammar practice sheets, journal writing)
11. Sentence types (declarative, imperative, interrogative, exclamatory) - anchor chart, class poster, Pear Deck activities (punctuate the sentence, write a sentence), video clips, partner white board writing)
12. Spelling word work, spelling sheets (categorize, rhyming words, context, paragraph writing with spelling words)

[Unit 2 Realistic Fiction \(Bk U1 Wks 3-4\)](#)

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th	Time/Duration: 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Realistic Fiction	Unit Number: Unit 1 Wks 3-4	Created: 2022	Revised: 2024
Standards Addressed: ● E04. A-K. 1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (character motivation) ● E04. A-K. 1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● E04.B-C.2.1.2 Describe the overall structure (problem/solution and text features) of the events, ideas, concepts, or features in a text or part of a text. ● E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards) ● E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped. Orient the reader by establishing a situation and introducing a narrator and/or characters (narrative) Use dialogue and descriptions to develop experiences and events (narrative) ● E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic ● E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.			

- E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.2.1.2 Choose punctuation for effect.
- **CC.1.1.4.D** Know and apply grade-level phonics and word analysis skills in decoding words.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Effective readers use appropriate strategies to construct meaning. (making predictions, refining predictions)
2. Effective readers recognize and interpret text structures to construct meaning (problem/solution)
3. An expanded vocabulary enhances one's ability to express ideas and information. (character trait words)
4. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. (personal narratives)
5. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. (subject/predicate)

Transfer

Students will be able to independently use their learning to...

1. Read realistic fiction, make predictions and recognize the text structure problem and solution.
2. Improve oral fluency and pace through read-alouds.
3. Be able to differentiate between fact and opinion in reading and writing.
4. Understand the author's use of idioms in reading.

5. Use context clues to learn new words (vocabulary).
6. Recognize, write, and punctuate compound sentences (moving toward mastery).
7. Recognize an author's use of dialogue in a realistic fiction piece of writing.
8. Complete word work to identify letter and phonic patterns for long e and long i vowel sounds.
9. Write a personal narrative (to include problem/solution text structure, introduction and conclusion).
10. Practice editing with partners and independently.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Realistic Fiction text can be written in a problem/solution text structure
2. Authors include facts and opinions in their writing.
3. Narrative writing tells a story, often includes a problem and solution, and includes an introduction, and conclusion.
4. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
5. Compound sentences contain two complete sentences separated by a comma and coordinating conjunction.
6. English words can have long or short vowel sounds. Spelling patterns create different vowel sounds.

ESSENTIAL QUESTIONS

1. How do your actions affect others?
2. How does an author write to tell a realistic fiction story?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

1. When reading realistic fiction text, students will recognize the plot of the story including the problems and solutions (conflicts).
2. Students will understand the author's use of dialogue between characters.
3. Write to tell their own narrative, to include an introduction and conclusion.
4. Differentiate between simple and compound sentences.
5. Recognize different sentences have specific purposes and need specific punctuation.
6. Realize that words have specific spelling patterns based on their phonological sound.

SKILLS

Students will be skilled at (be able to do)...

1. Read fluently and at a good pace.
2. Realize that realistic fiction follows a plot, contains conflicts, and often includes dialogue
3. Determine facts from opinion in reading and writing
4. Write a narrative with problem/solution text structure and an introduction and conclusion
5. Learn and use in writing, new content specific vocabulary words with multiple meaning
6. Write and punctuate compound sentence
7. Write complete sentences with a subject and predicate and punctuate them correctly
8. Use and spell words with long vowel sounds /i/ and /e/ sounds correctly in their writing

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate and complete information for a plot map to include: exposition, rising action, climax, falling action, and resolution. 2. Cited evidence (paraphrased) from a text(s) to support an	PERFORMANCE TASK(S)/Think GRASPS: 1. Detailed Plot Maps for realistic fiction stories 2. Response to reading - written response to answer a prompt based of the story Experts Incorporated (introduction, evidence, conclusion)

answer.	3. Personal Narrative (Prewriting, revising, editing, final copy) 4. Unit Test - Includes comprehension questions based on realistic fiction, vocabulary, text structure (problem/solution), compound sentences
3. Complete sentences, word usage, and correct punctuation for written responses and answers to comprehension questions. (moving towards mastery) 4. Oral explanation of idiom meanings 5. Understanding of new vocabulary words from context 6. 85% or above on IXL skills	OTHER EVIDENCE: 1. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair share/class share) 2. In centers on white boards, students write and punctuate compound sentences (pair share, teacher share), fluency poems, and word ladders 3. IXL JJ - Compound sentences, vocabulary in context, text structure 4. Paragraph with spelling words. (long vowels /i/ and /e/), based on a prompt.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: ***The Talent Show, Experts Incorporated***
2. Mini Lessons on Text Structure - Problem/Solution
3. Use Plot Maps to practice then assess students' understandings of plot (exposition, rising action, climax, falling action, resolution)
4. Mini Lessons on Compound sentences - Students practice reading and writing (white boards, large group charts, Pear Deck)
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's use of problem/solution in ***Experts Incorporated***, student rubric provided, teacher assess for accurate descriptions of Text Features.
6. Personal Narrative (Genre Writing), brainstorming, plot map planning sheet with text boxes to organize introduction, body (problem/solution), conclusion.
7. Teacher will review the assessment rubric with students.
8. Students will write, revise, edit, and publish their narrative (student and class share)
9. Daily Vocabulary, word work (Picture vocabulary cards, context practice, synonym and antonym brainstorm, white board sentence writing, word card)

student practice, journal quick writes)

10. Daily grammar - compound sentences (FANBOYS video Clip, combining sentence parts for sentence writing, partner sentence strip writing, grammar practice sheets, journal writing)
11. Spelling word work, spelling sheets (categorize, rhyming words, context, paragraph writing with spelling words)
12. Spelling paragraph writing (pair share)

Unit 3 Argumentative Text(Bk U1 Wks 5-6)

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Course Title: ELA	Course Author: Christina Lorelli	Grade Level(s): 4th Grade	Time/Duration: 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Argumentative Text	Unit Number: Unit 1 Wk 5	Created: 2022	Revised: 2024

Standards Addressed:

- E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- E04.B-C.2.1.2 Describe the overall structure (compare and contrast) of the events, ideas, concepts, or features in a text or part of a text.
- E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards)
- E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped.
- CC.1.2.4.H Evaluating Arguments - explain how an author uses and evidence to support particular points in a text.
- E04.E.1.1.2 Develop the analysis using from text(s) to support claims, opinions, and inferences
- E04.C.1.2.2 Develop a topic with facts and details
- E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic
- E04.B-V.4.1.1 b Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- E04.C.1.2.5 Provide a concluding statement of section related to the information
- E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.2.1.2 Choose punctuation for effect.
- CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Authors use arguments (reasons) to convince readers.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. (argumentative text)

An expanded vocabulary enhances one's ability to express ideas and information.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. (fragments and run-on sentences)

Transfer

Students will be able to independently use their learning to...

1. Read argumentative text to identify an author's position statement
2. Recognize an author's use of facts and opinions to support a position
3. Improve oral fluency and pace through read-alouds.
4. Use context clues to learn new words (vocabulary).
5. Use simple suffixes to change the meaning of base words.
6. Differentiate between fragments and run-on sentences (moving toward mastery).
7. Write sentences avoiding fragments and run-on sentences (moving toward mastery).
8. Complete word work to identify letter and phonic patterns for long /o/ vowel sounds.
9. Read several argumentative/debate pieces and choose a side to respond to in writing using evidence as support

10. Practice editing with partners and independently.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Argumentative text can be written in a compare/contrast text structure
2. Argumentative writing describes a position statement which is supported with facts and opinions used persuade a reader
3. Text features of graphs and headings can add additional information and support
4. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
5. Suffixes can change the meaning of a root word
6. Fragments and run-on sentences often do not make sense and detract from comprehension of a written piece
7. English words can have long or short vowel sounds. Spelling patterns create different vowel sounds.

ESSENTIAL QUESTIONS

1. How can starting a business help others
2. How do readers know what to believe in what they read, hear, and view?
3. What strategies and resources do I use to figure out unknown words?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE
Students will know... 1. When reading argumentative text, how to discern information from Graphs and Headings 2. How suffixes change the meaning of words 3. How to determine the Main Idea and Details 4. To practice Phrasing and Rate in fluency 5. How to write an Opinion Piece to include a strong opening, reasons, evidence 6. Recognize fragments and run-on sentences 7. Realize that words have specific spelling patterns based of their phonological sound
SKILLS
Students will be skilled at (be able to do)... 1. Interpret information from Graphs and Headings 2. Define and use words with suffixes in context 3. When reading summarize the Main Idea and Details of a piece 4. Read fluently at a 4th grade pace 5. Realize that Argumentative text explains an author's point of view and be able to identify the author's reasons and evidence 6. Write an opinion piece based on a prompt to include an introductory sentence, point of view, and three supporting reasons 7. Edit fragments and run-on sentences in their writing 8. Use and spell words with long vowel sound /o/ correctly in their writing

Stage 2: Assessments/Evidence of Learning <i>What are the formative (informal) and summative (formal) assessments used to measure learning and growth?</i> <i>How will you know that they did it?</i> Jump to Table of Contents	
Evaluative Criteria	Assessment Evidence
1. Cite relevant evidence form the text 2. Make inferences to support understanding 3. Identify main ideas and details 4. Analyze the procedural test structure	PERFORMANCE TASK(S)/Think GRASPS: 1. Main Idea/Detail Close Reading Frame

5. Identify and use graphs and headings 6. Plan and draft an opinion piece 7. Write responses that demonstrate understanding 8. Identify and Use suffixes 9. Identify and correct run-on sentences 10. Decode words with long /o/ sound, write words with the long /o/ sound correctly	2. Response to reading - written response to answer a prompt based of the story Dollars and Sense/Kids in Business (introduction, evidence, conclusion) 3. Argumentative Writing (Prewriting, revising, editing, final copy) Debate TDA Response - Real Vs. Artificial Christmas Tree 4. Unit Test - Includes comprehension questions based on realistic fiction, vocabulary, text structure (problem/solution), compound sentences
3. [Type Here] 4. [Type Here]	OTHER EVIDENCE: 5. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair share/class share) 6. In centers on white boards, students write and punctuate compound sentences (pair share, teacher share), fluency poems, and word ladders 7. IXL - Main idea and details, Argumentative text, Fragments and Run-on Sentences (85% or above) 8. Paragraph with spelling words. (long vowels /i/ and /e/), based on a prompt.

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: **Dollars and Sense/Kids in Business**
2. Mini Lessons on Text Structure - Problem/Solution
3. Use Problem/Solution Maps to practice then assess students' understandings
4. Mini Lessons on run-on sentences/fragments - Students practice reading and writing (white boards, large group charts, Pear Deck)
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's use of text features to support the argument in **Dollars and Sense**, student rubric provided, teacher will access for accurate descriptions of Text Features.

6. Argumentative/Opinion (Genre Writing), brainstorming, reasons/evidence planning sheet with text boxes to organize introduction, body (problem/solution), conclusion.
7. Teacher will review the assessment rubric with students.
8. Students will write, revise, edit, and publish their narrative (student and class share)
9. Daily Vocabulary, word work (Picture vocabulary cards, context practice, synonym and antonym brainstorm, white board sentence writing, word card student practice, journal quick writes)
10. Daily grammar - fragments and run-on sentences (video clip, combining sentence parts for sentence writing, partner sentence strip writing, grammar practice sheets, journal writing)
11. Spelling word work, spelling sheets (categorize, rhyming words, context, paragraph writing with spelling words)
12. Spelling paragraph writing (pair share)

[Unit 4 Expository Text/Info Graphics \(Bk U2 Wks 1-2\)](#)

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Course Title: 4th Grade ELA	Course Author: Chrisitna Lorelli	Grade Level(s): 4th	Time/Duration: 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Expository Text/Info Graphics	Unit Number: Unit 2 Wks 1-2	Created: 2022	Revised: 2024
Standards Addressed: ● E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text ● E04.B-C.2.1.2 Describe the overall structure (description and compare/contrast and text features) of the events, ideas, concepts, or features in a text or part of a text. ● E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ● E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards) ● E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped. ● E04.C.1.2.2 Develop a topic with facts and details ● E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic ● E04.C.1.2.5 Provide a concluding statement of section related to the information ● E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. ● E04.D.1.2.1 Use correct capitalization. ● E04.D.2.1.2 Choose punctuation for effect.			

- CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
2. Effective readers use appropriate strategies to construct meaning.
3. An expanded vocabulary enhances one's ability to express ideas and information.
4. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
5. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listener

Transfer

Students will be able to independently use their learning to...

1. Read expository text about natural disasters comparing and contrasting information using a Venn diagram and paragraph writing.
2. Focus on and read text features discover information (headings, photographs, captions, maps, graphs, tables) about natural disasters not found in the main text.
3. Use information read/learned to construct a written report to share with others on a specific topic (Compare/Contrast Essay).
4. Use context clues to learn new words (vocabulary) that are content specific and used in multiple ways (multiple meanings).
5. In writing, identify common and proper nouns and use correct capitalization rules.
6. Properly form singular and plural nouns in writing.
7. Correctly punctuate commas in a series in sentence writing.
8. Complete word work to identify letter and phonic patterns in words with prefixes and digraphs.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Text can be written to compare and contrast information in expository text.
2. Text features are visual/graphic sources to provide information (headings, photographs, captions).
3. Writing to give information is grouped together by topic, includes facts and details, an introduction, and conclusion.
4. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
5. Nouns can be common or proper and need to be capitalized as such).
6. Nouns can be singular or plural and have spellings to indicate singularity or plurality.
7. Items in a series are punctuated with commas.
8. English words can contain prefixes that change the meaning of the word.
9. Spelling patterns create different sounds such as digraphs (th, ch, ph, sh, tch, wh).

ESSENTIAL QUESTIONS

1. What helps animals survive?
2. How do strategic readers create meaning from informational text? (What text features do they use to create meaning?)
3. Why learn new words?
4. What strategies and resources do learners use to figure out unknown vocabulary?
5. What is my purpose for writing?
6. What makes clear and effective writing?
7. How do grammar and the conventions of language influence spoken and written communication?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

1. Text can be written to compare and contrast information in expository text.
2. Text features are visual/graphic sources to provide information (headings, photographs, captions, maps, graphs, tables).
3. Writing to give information is grouped together by topic, includes facts and details, an introduction, and conclusion.
4. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
5. Nouns are used to describe people, places, and things. Nouns can be common or proper.
6. Nouns can be singular or plural and have different spellings to indicate the difference.
7. Items in a list are set off by commas in writing.
8. English words may include prefixes to change the meaning of the word.
9. English words contain letter combinations to create different sounds. (digraphs).

SKILLS

Students will be skilled at (be able to do)...

1. Read and gain information from facts and information presented in various expository text pieces based on animal adaptations.
2. Observe, read, and summarize information found in text features (captions, photos, headings).
3. Write to compare and contrast, by choosing and narrowing a topic, organizing facts and information into a paragraph, writing an introductory sentence, and a concluding sentence.
4. Learn and use in writing, new content specific vocabulary words with multiple meanings.
5. When writing sentences, correctly differentiate/capitalize common and proper nouns.
6. When writing sentences, correctly differentiate/spell singular and plural nouns.
8. Use and spell words with prefixes and digraphs correctly in their writing.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Cite relative evidence from text 2. Make inferences to support understanding 3. Identify the Main Idea and Details 4. Analyze how the author shows the changes a character undergoes 5. Identify and explain the purpose of text features 6. Plan and draft a comparison essay on animal adaptations 7. Write responses that demonstrate understanding 8. Use prefixes to determine meaning 9. Analyze the use of singular and plural nouns	PERFORMANCE TASK(S)/Think GRASPS: 1. Read and Annotate-Reading T-Chart 2. Inference Equation Charts 3. Main Idea/Detail Close Reading Frame 4. Response to reading - written response to answer a prompt based on the story Animal Adaptations/Spiders (introduction, evidence, conclusion) 5. Comparison Essay on Animal Adaptations (Prewriting, revising, editing, final copy) 6. Unit Test - Includes comprehension questions based on expository text, vocabulary, text structure (compare/contrast), common, proper, singular, and plural nouns, and commas in a series
	OTHER EVIDENCE: 7. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair share/class share) 8. In centers on white boards, students write and punctuate compound sentences (pair share, teacher share), fluency poems, and word ladders 9. IXL - Main idea and details, Text Features, Compare/Contrast, Nouns, Prefixes, commas in a series, Introductions (85% or above) 10. Paragraph with spelling words. (prefixes, digraphs), based on a prompt.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: **Animal Adaptations/Spiders**

2. Mini Lessons on Text Structure - Compare/Contrast
3. Use Read and Annotate-Reading T-Chart and Inference Equation Charts to practice then assess students' understandings of main ideas and details and to make inferences.
4. Mini Lessons on common/proper nouns, singular/plural nouns, and commons is a series - Students practice reading and writing (white boards, large group charts, Pear Deck)
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's use of text features to explain animal adaptations in ***Animal Adaptations/Spiders***, student rubric provided, teacher will access for accurate descriptions of Text Features.
6. Compare/Contrast Essay (Genre Writing), brainstorming, reasons/evidence planning sheet with text boxes to organize introduction, body), conclusion.
7. Teacher will review the assessment rubric with students.
8. Students will write, revise, edit, and publish their Compare/Contrast Essay (student and class share)
9. Daily Vocabulary, word work (Picture vocabulary cards, context practice, synonym and antonym brainstorm, white board sentence writing, word card student practice, journal quick writes)
10. Daily grammar - common/proper nouns, singular/plural nouns, and commons is a series (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing)
11. Spelling word work, spelling sheets (categorize, rhyming words, context, paragraph writing with spelling words)
12. Spelling paragraph writing (pair share)

[Unit 5 Drama \(Bk U2 Wks 3-4\)](#)

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th Grade	Time/Duration: 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Unit 5 Drama	Unit Number: 2	Created: 2022	Revised: 2024
Standards Addressed: ● CC1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently. ● E04.A-K.1.1.2 Determine a theme of a text from details in the text; summarize the text ● E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story of drama, drawing on specific details in the text. ● E04.A-C.2.1.1 Compare and contrast an event or topic told from two different points of view ● EO4.A-C.3.1.1 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures			

- CC.1.3.4.G Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
- E04. A-V. 4.1.1
E04.A-V. 4.1.2 Determine the meaning of words and phrases as they are used in grade level text, including figurative language
- CC1.4.4.N Focus for writing/Compare-Contrast Essay
- CC1.4.4.O Content for writing/Compare-Contrast Essay
- CC.1.4.4.P Organization for writing/Compare-Contrast Essay
- E04.A-K.1.1.1 Cite relevant details from text to support what the text says explicitly and make inferences (working towards)
- E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards)
- E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped.
- E04.C.1.2.5 Provide a concluding statement of section related to the information
- E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.2.1.2 Choose punctuation for effect.
- E04 A-V.4.1.1 & E04 A-V.4.1.2 Determine the meaning of words and phrases as they are used in grade level text, including figurative language (Simile, Metaphor, Personification)
- E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic
- CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Transfer

Students will be able to independently use their learning to...

1. Read two drama pieces about animals and determine the theme of each.
2. Focus on the dialogue and character actions in each drama, to analyze how each drives the storyline/plot.
3. Write to respond to how the author structures the dramas to develop the theme.
4. Use context clues to learn new words (vocabulary) that are content specific and used in multiple ways (multiple meanings).
5. In writing, identify irregular plural nouns and possessive nouns.
6. Properly form irregular plural nouns and possessive nouns in writing.
7. Correctly spell words with three letter blends and r-controlled vowels.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Text can be written to develop a theme through dialogue and character interaction.
2. Stage directions can aid in the understanding of a drama.
3. A written drama includes: characters, scenes, stage directions, and lines to tell a story.
4. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
5. Plural nouns can have irregular spelling patterns.
6. Possessive nouns are punctuated with an apostrophe.
7. English words can contain prefixes that change the meaning of the word.
8. Spelling patterns create different sounds such as three letter blends and r-controlled vowels.

ESSENTIAL QUESTIONS

1. How do animal characters change familiar stories?
2. How do strategic readers create meaning from dramas? (What literary elements do they use to create meaning?)
3. Why learn new words?
4. What strategies and resources do learners use to figure out unknown vocabulary?
5. What is my purpose for writing?
6. What makes clear and effective writing?
7. How do grammar and the conventions of language influence spoken and written communication?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

1. Dramas can be written to tell a story and convey a theme/message
2. Literary elements such as scene, setting, character tags, and stage directions can drive a plot and create a theme.
3. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
4. Nouns are used to describe people, places, or things, and can have irregular plural spellings.
5. Nouns can show possession/belonging and are spelled with apostrophes.
6. English words contain letter combinations to create different sounds. (three letter blends and r-controlled vowels).

SKILLS

Students will be skilled at (be able to do)...

1. Read independently and together dramas to understand how character interactions and dialogue help create a theme/message in literature.
2. Observe, read, and summarize information found in literary elements (scene, setting, character tags, and stage directions).
3. Write to create a theme, by choosing characters, scenes, and dialogue.
4. Learn and use in writing, new vocabulary and words with multiple meanings.
5. When writing sentences, correctly spell irregular plural nouns.
6. When writing sentences, correctly differentiate/spell possessive nouns
7. Use and spell words with three letter blends and r-controlled vowels in their writing.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Determine the overall theme(s) of a drama 2. Make inferences to support understanding 3. Ask and Answer Questions 4. Analyze how the author uses character interaction to develop theme 5. Identify and explain the meaning of hyperbole 6. Read with accuracy and improved reading rate 7. Plan and draft a comparison/contrast essay 8. Peer conference, edit and proofread, publish, present, and evaluate 9. Use irregular plural nouns correctly 10. Use possessive nouns with apostrophes correctly	PERFORMANCE TASK(S)/Think GRASPS: 1. Writing Journals 2. Character interaction Graphic Organizers 3. Theme with Evidence - Close Reading Frame 4. Response to reading - written response to answer a prompt based of the story Drama (Aunt and Grasshopper/Ranita the Frog Princess -introduction, evidence, conclusion) 5. Comparison/Contrast Essay on Theme(s) of Aunt and Grasshopper/Ranita the Frog Princess (Prewriting, revising, editing, final copy) 6. Unit Test - Includes comprehension questions based on drama, vocabulary, text structure (compare/contrast), theme, irregular plural nouns, and possessive nouns
	OTHER EVIDENCE: 7. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair share/class share) 8. In centers on white boards, students write and punctuate sentences using possessive nouns (pair share, teacher share), fluency poems, and word ladders 11. IXL -Theme, Irregular Plural Nouns, Possessive Nouns (85% or above) 12. Paragraph with spelling words. (3 letter blends/r-controlled vowels), based on a prompt.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: ***The Ant and the Grasshopper/Ranita, the Frog Princess***
2. Mini Lessons on Theme - Compare/Contrast
3. Use Character interaction Graphic Organizers and Theme with Evidence - Close Reading Frames, to practice then assess students' understandings of theme and character interaction.
4. Mini Lessons on irregular plural nouns, possessive nouns, and apostrophes. Students practice reading and writing (white boards, large group charts, Pear Deck)
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's organization of the text to develop the theme in ***The Ant and the Grasshopper***. Also, how the author uses descriptive language and stage directions to develop character interactions in ***Ranita, the Frog Princess***. (student rubrics provided)
6. Compare/Contrast Essay (Genre Writing), brainstorming, reasons/evidence planning sheet with text boxes to organize introduction, body), conclusion.
7. Teacher will review the assessment rubric with students.
8. Students will write, revise, edit, and publish their Compare/Contrast Essay (student and class share)
9. Daily Vocabulary, word work (Picture vocabulary cards, context practice, antonyms and greek roots, white board sentence writing, word card student practice, journal quick writes)
10. Daily grammar - irregular plural nouns, correct plural nouns, possessive nouns, and apostrophes (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing)
11. Spelling word work, spelling sheets (categorize, rhyming words, context, paragraph writing with spelling words)
12. Spelling paragraph writing (pair share)

[Unit 6 Poetry \(Bk U2 Wks 5-6\)](#)

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th Grade	Time/Duration: 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Unit 6 Poetry	Unit Number: 2 wk 5	Created: 2022	Revised: 2024
Standards Addressed:			

- CC.1.3.4.E Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text
- CC1.3.6G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing audio, video, or live version of the text
- CC.1.3.4.A Determine a theme of a text from details in the text;
- E04.A-V. 4.1.2 Determine the meaning of words and phrases as they are used in grade level text, including figurative language
- CC1.4.4.N Focus for writing/Poetry
- CC.1.4.4.P Organization for writing/Poetry
- E04.D.1.2.1 Use correct capitalization.
- E04.D.2.1.2 Choose punctuation for effect.
- CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listener

Transfer

Students will be able to independently use their learning to...

1. Read Lyric and Haiku poems about animals/nature (whole class/pairs/independently) - practice expression and phrasing
2. Understand and determine meter, rhyme, point of view, imagery and assonance in each poem
3. Write Lyric and Haiku poems using rhyme and structure
4. Use context clues to learn new words (vocabulary) and poetry charts for content specific words (poetry terms)
5. When writing practice using and combining sentences, phrases, and interjections
6. Recognize and understand the usage of similes and metaphors in poetry
7. Correctly spell words with suffixes and contractions.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Poetry is written in a structure (stanza) different from narrative, expository, or opinion.
2. Poetry may contain rhyme schemes, meters, or assonance.
3. A poem expresses a point of view
4. Poetry uses specific terms
5. Poetry may contain figurative language such as similes and metaphors to convey meaning
6. Poetry is read with expression and phrasing based on rhyme schemes, meters, or assonance.
7. Contractions are words formed with apostrophes.
8. English words can contain suffixes that change the meaning of the word.

ESSENTIAL QUESTIONS

1. How are writers inspired by animals??
2. How do strategic readers create meaning from poetry? (What literary elements do they use to create meaning?)
3. Why learn new words?
4. What strategies and resources do learners use to figure out unknown vocabulary?
5. What is my purpose for writing?
6. What makes clear and effective writing?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

1. Poetry can be written to tell a story, convey meaning from a point of view.
2. Poetry elements include stanza, line, rhyme, and meter.
3. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
4. Poets use figurative language (similes, metaphors), imagery, and assonance to create meaning.
5. Suffixes can change the meaning of the base word..
6. Contractions are spelled with apostrophes.
7. Sentences can be combined to make compound or complex sentences.
8. Interjections can be added to sentences to convey strong meaning.

SKILLS

Students will be skilled at (be able to do)...

1. Read poetry independently and together to practice expression and phrasing
2. Observe, read, and determine the point of view of a poem
3. Identify and understand the poetry elements rhyme and meter.
4. Differentiate the structure of poetry from other forms of writing and know the terms stanza and line.
5. Identify and use similes and metaphors in poetry writing.
6. Respond in writing to answer “How do poets use point of view and figurative language to portray animals”.
7. When writing sentences, correctly use and spell words containing suffixes.
9. When writing sentences, correctly use and spell contractions.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Determine the overall point of view of a poem 2. Make inferences to support understanding 3. Determine and understand rhyme, meter, and assonance when reading poetry 4. Analyze how the author uses simile and metaphor to create imagery in poetry 5. Read with expression and phrasing 6. Plan and draft a lyric and Haiku poem 7. Peer conference, edit and proofread, publish, present, and evaluate 8. Use suffixes correctly in writing 9. Use contractions correctly in writing	PERFORMANCE TASK(S)/Think GRASPS: 1. Writing Journals 2. Small Group/Pair poem practice with Graphic Organizers 3. Fluency Poems - Repeated Reading w/color coding 4. Response to reading - written response to answer a prompt based of the Poems (Dog, Chimpanzee, The Eagle, Rat, The Sandpiper, Bat, The Grasshopper Springs, and Fireflies at Night) (introduction, evidence, conclusion) 5. Students written Lyric and Haiku poems (Prewriting, revising, editing, final copy) 6. Unit Test - Includes comprehension questions based on drama, vocabulary, text structure (compare/contrast), theme, irregular plural nouns, and possessive nouns 7. Black-out poems using old damaged book pages (higher level thinking to grasp words for poetic statement)
	OTHER EVIDENCE: 5. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair share/class share) 6. In centers on white boards, students write and punctuate compound and complex sentences (pair share, teacher share), fluency poems, and word ladders 7. IXL -Poetry Components, Suffixes,Contractions (85% or above) 8. Paragraph with spelling words. (suffixes/contractions), based on a prompt.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: **Dog, Chimpanzee, The Eagle, Rat, The Sandpiper, Bat, The Grasshopper Springs, and Fireflies at Night (plus other fluency and practice poems supplied by the teacher)**
2. Mini Lessons on Point of View, Similes, Metaphors, Imagery, Assonance, meter, rhyme, stanza, and line
3. Small Group/Pair poem practice with Graphic Organizers and Fluency Poems with Repeated Reading w/color coding, to practice then assess students' understandings of point of view and poetic literacy elements and structure.
4. Mini Lessons on suffixes and contractions. Students practice reading and writing (white boards, large group charts, Pear Deck)
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's use of point of view and figurative language to portray animals in the poems: **Dog, Chimpanzee, The Eagle, Rat, The Sandpiper, Bat, The Grasshopper Springs, and Fireflies at Night** . (student rubrics provided)
6. Poetry Writing (Genre Writing), brainstorming, figurative language, point of view - planning sheet with text boxes to organize Haiku or stanzas for Lyric.
7. Teacher will review the assessment rubric with students.
8. Students will write, revise, edit, and publish their Poetry (student and class share)
9. Daily Vocabulary, word work (Picture vocabulary cards, context practice, suffixes, white board sentence writing, word card student practice, journal quick writes)
10. Daily grammar - combining sentences and using interjections (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing, white board writing)
11. Spelling word work, spelling sheets (suffixes, contractions, paragraph writing with spelling words)
12. Spelling paragraph writing (pair share)

[Unit 7 Realistic Fiction/Multicultural Literature \(Bk U3 Wks 1-2\)](#)

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th Grade	Time/Duration: 3 weeks
Course Summary: (optional) [Type Here]			
Unit Name: Unit 7 Realistic Fiction/Multicultural Literature	Unit Number: Unit 3 Wks 1-2	Created: 2022	Revised: 2024

Standards Addressed:

- E04. A-K. 1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (character motivation)
- E04. A-K. 1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- E04.B-C.2.1.2 Describe the overall structure (sequence, fact and opinion, and text features) of the events, ideas, concepts, or features in a text or part of a text.
- E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards)
- E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped. Orient the reader by establishing a situation and introducing a narrator and/or characters (narrative) Use dialogue and descriptions to develop experiences and events (narrative)
- E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic
- E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
- E04.D.1.2.1 Use correct capitalization.
- E04.D.2.1.2 Choose punctuation for effect (dialogue).
- **CC.1.1.4.D** Know and apply grade-level phonics and word analysis skills in decoding words.
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listener

Transfer

Students will be able to independently use their learning to...

1. Read realistic fiction, make inferences, recognize the point of view, and facts and opinions.
2. Improve oral expression through read-alouds.
3. Be able to differentiate between fact and opinion in reading and writing.
4. Understand the author's use of visualization to create meaning.
5. Understand the author's use of a flashback.
6. Use context clues and suffixes to learn new words (vocabulary).
7. Use action verbs, verb tenses, and subject-verb agreement correctly in writing (Grammar).
8. Recognize, write, and punctuate compound sentences (moving toward mastery).
9. Recognize an author's use of dialogue in a realistic fiction piece of writing.
9. Complete word work to identify letter and phonic patterns for r-controlled vowel sounds and words with silent letters.
10. Write a realistic fiction piece (to include sequence, problem/solution text structure, dialogue, and introduction and conclusion).
11. Practice editing with partners and independently.
12. Share their written work.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Realistic Fiction text can be written in a sequence text structure
2. Authors include facts and opinions in their writing.
3. Realistic fiction can be written from various points of view.
4. Realistic fiction can include flashbacks to add in needed information to help understanding.
5. An author of Realistic Fiction writing often includes facts and opinions, visualization, and dialogue in the written piece.
6. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
7. Suffixes can change the meaning of a word.
8. Dialogue is written in two parts, the speaker and what is being spoken. Quotation marks, commas, and endmarks are used to punctuate dialogue..
9. English words can have r-controlled vowel sounds. Spelling patterns can include silent letters.

ESSENTIAL QUESTIONS

1. In what ways can you help your community?
2. How do strategic readers create meaning from realistic fiction? (What literary elements do they use to create meaning?)
3. Why learn new words?

4. What strategies and resources do learners use to figure out unknown vocabulary?
5. What is my purpose for writing?
6. What makes clear and effective writing?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

1. When reading realistic fiction text, students will recognize the plot of the story including the problems and solutions (conflicts).
2. Students will understand the author's use of dialogue between characters.
3. Write to tell their own realistic fiction piece, to include an introduction and conclusion.
4. Use action verbs, capitalize titles, differentiate between verb tenses with subject verb agreement.
5. Recognize different sentences have specific purposes and need specific punctuation and punctuation of dialogue.
6. Realize that words have specific spelling patterns based on their phonological sound.

SKILLS

Students will be skilled at (be able to do)...

1. Read fluently with expression..
2. Realize that realistic fiction follows a plot, contains conflicts, and often includes dialogue
3. Determine facts from opinion in reading and writing
4. Write a narrative with a sequential text structure and an introduction and conclusion

5. Learn and use in writing, new content specific vocabulary words with multiple meaning
6. Write and punctuate dialogue
7. Write complete sentences with action verbs and use subject verb agreement correctly
8. Use and spell words with r-controlled vowels (er, Ir, ur) and silent letters correctly in their writing

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate and complete information for a plot map to include: exposition, rising action, climax, falling action, and resolution. 2. Fact and opinion practice sheets and graphic organizers 3. Oral and written explanations of author's perspective and use of visualization 4. Recognition of the author's use of flashback 5. Recognition of the text structure of sequence and use of text embedded timeline 6. Realistic Fiction Writing 7. Cited evidence (paraphrased) from a text(s) to support an answer. (Response to reading)	PERFORMANCE TASK(S)/Think GRASPS: 1. Writing Journals 2. Small Group/Pair passage reading (fluency) 3. Fluency Poems - Repeated Reading w/color coding 4. Plot Map 5. Graphic Organizers/Timelines 6. Story Comprehension Questions - Judy's Appalachia and Delivering Justice 7. Vocabulary Practice and Extension sheets - Judy's Appalachia and Delivering Justice 8. Reader's Response Writings based on prompts 9. Story Tests and Quizes 10. Realistic Fiction Written piece based on rubric
8. Complete sentences, word usage, and correct punctuation for written responses and answers to comprehension questions. (moving towards mastery) 9. Oral explanation of idiom meanings 11. Understanding of new vocabulary words from context 12. Accurate spelling of unit words r-controlled words 13. 80% or above on IXL skills and Study Island Skills	OTHER EVIDENCE: 6. Journal writing (vocabulary power writes) (pair share/class share) 7. In centers on white boards, students write and punctuate compound and complex sentences (pair share, teacher share), fluency poems, and word ladders 8. IXL -review skills (80% or above) 9. Study Island -review skills (80% or above)

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: ***Spider Kane and the Mystery Under the May-Apple*** (plus other fluency and practice poems and Story Works passages supplied by the teacher)
2. Mini Lessons on **Literary Elements**: Realistic Fiction, Point of View, Flashback, Text Structure, Fact and Opinion
3. Small Group/Pair fluency practice
4. Graphic Organizers to practice then assess students' understandings of Realistic Fiction, Point of View, Flashback, Text Structure, Fact and Opinion
5. Students use Sentence Stems (Teacher models) to guide their *Response to Reading* when writing about the author's use of point of view and character influences
6. Teacher will review the assessment rubric with students.
7. Students will write, revise, edit, and publish their responses (student and class share)
8. Daily Vocabulary, word work (Picture vocabulary cards, context practice, suffixes, white board sentence writing, word card student practice, journal quick writes)
9. Daily grammar - action verbs and verb tenses (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing, white board writing)
10. Spelling word work, spelling sheets, whiteboards (r-controlled and silent letters)
11. Spelling paragraph writing (pair share)

[Unit 8 Biography\(Bk U3 Wks 3-4\) /Who Was?/Graphic Novels](#)

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Course Title: 4th Grade ELA

Course Author: Christina Lorelli

Grade Level(s): 4th

Time/Duration: 5 weeks

Course Summary: (optional) [\[Type 4Here\]](#)

Unit Name: Unit 8 Biography/Who Was? Novels/Graphic Novels	Unit Number: [Type Here]	Created: 2022	Revised: 2024
Standards Addressed: • E04. B-C. 2.1.2 Use Text Structure to interpret information (chronology) • E04. B-K. 1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • E04.B-k .1.1.1 Text Analysis - Refer to details and examples in text to support what the text says explicitly and make inferences • C.C 1.2.4.L Range of Reading - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently • E04..B-V.4.1.1 Vocabulary Acquisition and Use • E04.C.1.2.1, E.04.E 1.1.1, E.04.E 1,1,2 Focus on Writing, Content for Writing, Organization for Writing - Informational • E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. • E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. • E04.D.1.2.1 Use correct capitalization. • E04.D.2.1.2 Choose punctuation for effect (dialogue). • CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listener

Transfer

Students will be able to independently use their learning to...

1. Read biographies, understand chronological order, interpret facts and information, utilize text features to gain information
2. Improve oral expression through read-alouds.
3. Be able to differentiate between fact and opinion in reading and writing.
4. Understand the author's point of view when reading a biographical sketch.
5. Understand the author's use of a timeline.
6. Use context clues and synonyms and antonyms to learn new words (vocabulary).
7. Use main verbs, helping verbs, linking verbs, and subject-verb agreement correctly in writing (Grammar).
13. Recognize, write, and punctuate contractions (moving toward mastery).
14. Recognize an author's use of quotes in a biographical piece of writing.
15. Complete word work to identify letter and phonic patterns for soft c and g consonant sounds and plurals.
16. Write a biographical piece (to facts and information, chronological text structure, quotes, and a timeline).
17. Create a graphic novel representation of a biological subject using a digital comic platform, captions, and speech bubbles.
18. Practice editing with partners and independently.
19. Share their written work.

Meaning

UNDERSTANDINGS

Students will understand that...

1. Biographical text can normally written using chronological text structure
2. Authors include facts and opinions in their writing.
3. Biographical text can include the point of view of the author.
4. Biographical text can include text features (timelines, pictures, captions, maps, photographs...) to add information needed to aid the understanding of the reader
5. An author of Biographical text writing spends much time researching his/her topic.
6. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
7. An author's use of synonyms and antonyms can help a reader figure out the meaning of a word.
8. Biographical text often include quotes. Quotation marks, commas, and endmarks are used to punctuate quotes.
9. English words can have soft c and g sounds sounds. Plural words can have varying spelling patterns.

ESSENTIAL QUESTIONS

1. In what ways can you help your community?
2. How do strategic readers create meaning from realistic fiction? (What literary elements do they use to create meaning?)
3. Why learn new words?
4. What strategies and resources do learners use to figure out unknown vocabulary?
5. What is my purpose for writing?
6. What makes clear and effective writing?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
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Acquisition

KNOWLEDGE

Students will know...

1. When reading biographical text, students will recognize the text structure of chronological order is used to tell a factual story of a person's life
2. Students will understand the author's use of main text, text features, and quotes.
3. Read, research, and write their own biographical piece, to include an main events in their subject's life, illustrations, captions, quotes, and a timeline.
4. Use main verbs, linking verbs, and helping verbs in their writing with correct verb tenses.
5. Write and punctuate contractions correctly.
6. Recognize different sentences have specific purposes and need specific punctuation and punctuation of dialogue.
7. Realize that words have specific spelling patterns based on their phonological sound.

SKILLS

Students will be skilled at (be able to do)...

1. Read fluently with expression..
2. Realize that Biographical Text follows a chronological text structure, contains facts and information, text features, and quotes
3. Determine author's point of view in reading and writing
4. Write a biographical piece with a chronological text structure, facts and information, text features, and quotes
5. Learn and use in writing, new content specific vocabulary words with multiple meaning
6. Write a graphic novel piece using, background, character, speech bubbles, captions, and a timeline to tell a story
7. Write complete sentences with main, helping, and linking verbs and use subject verb agreement correctly
8. Use and spell words with soft c and g and plural patterns correctly in their writing

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Accurate and complete information when completing graphic organizers to include chronological information, point of view, facts and opinions, text features and quotes 2. Understand and describe the text structure of the passages 3. Cited evidence (paraphrased) from a text(s) to support an answer.	PERFORMANCE TASK(S)/Think GRASPS: 1. Writing Journals 2. Small Group/Pair passage reading (fluency) 3. Fluency Poems - Repeated Reading w/color coding and Word Ladders 4. Written response to reading - written response to answer a prompt based of the <i>Judy's Appalachia, Delivering Justice, Story Works Passages</i> (TDA Practice - hook, introduction, evidence, elaboration, conclusion) 5. Unit Test - Includes comprehension questions based on biographical pieces, vocabulary, text structure (chronological), author's point of view, text features, main, linking, and helping verbs and subject verb agreement 6. Student Researched and Written Biography Books (From Who Was?/Who Is? Books) 7. Student Researched and created Pixton Comic - Biography 8. Spelling practice pages
4. Complete sentences, word usage, and correct punctuation for written responses and answers to comprehension	OTHER EVIDENCE: 3. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair

questions. (moving towards mastery) 5. Recognition an author's point of view of written pieces 6. Understanding of new vocabulary words from context or by the use of synonyms and antonyms 7. Spell words correctly using soft c and g patterns and plurals varying spelling patterns 8. 80% or above on IXL skills 9. 80% on Study Island Skills	share/class share) 4. In centers on white boards, students write and punctuate sentence types with correct verb agreement (pair share, teacher share), fluency poems, and word ladders 5. IXL and Study Island -Skills to match current concepts (80% or above) 6. Paragraph with spelling words. (r-controlled and silent letters), based on a prompt.
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Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?

This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

[Jump to Table of Contents](#)

Summary of Key Learning Events and Instruction

1. Whole class, pair, and independently read: ***Judy's Appalachia, Delivering Justice, Story Works Passages*** supplied by the teacher)
2. Mini Lessons on **Literary Elements**: Biographical Text, Author's Point of View, Text Structure, Text Features
3. Small Group/Pair fluency practice
4. Graphic Organizers to practice then assess students' understandings of Biographical Text, Author's Point of View, Text Structure, Text Features
5. Students use Sentence Stems (Teacher models) to guide their *Written Response to Reading* when writing about the author's use of chronological text structure and text features
6. Teacher will review the assessment rubric with students.
7. Students will research and write a Biography Book based on the reading of a Who Is?/Who Was? Book
8. Students will create a graphic novel piece based on their biographical subject using Pixton Comic. In doing so, they will create the character likeness, accurate background, captions, speech bubbles, and timeline
9. Students will write, revise, edit, and publish their responses (student and class share)
10. Daily Vocabulary, word work (Picture vocabulary cards, context practice, suffixes, white board sentence writing, word card student practice, journal quick writes)

11. Daily grammar - main, helping, linking verbs and subject verb agreement (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing, white board writing)
12. Spelling word work, spelling sheets, whiteboards (soft c and g and plural spelling patterns)
13. Spelling paragraph writing (pair share)

Unit 9 Historical Fiction/I Survived Series Book Clubs

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Course Title: 4th Grade ELA	Course Author: Christina Lorelli	Grade Level(s): 4th	Time/Duration: 5 weeks
Course Summary: (optional) [Type 4Here]			
Unit Name: Unit 8 Biography/Who Was? Novels/Graphic Novels	Unit Number: [Type Here]	Created: 2022	Revised: 2024
Standards Addressed: - E04. B-C. 2.1.2 Use Text Structure to interpret information (chronology) - E04. B-K. 1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. - E04.B-k .1.1.1 Text Analysis - Refer to details and examples in text to support what the text says explicitly and make inferences - C.C 1.2.4.L Range of Reading - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently - E04..B-V.4.1.1 Vocabulary Acquisition and Use - E04.C.1.2.1, E.04.E 1.1.1, E.04.E 1,1,2 Focus on Writing, Content for Writing, Organization for Writing - Informational - E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences. - E04.D.1.2.1 Use correct capitalization. - E04.D.2.1.2 Choose punctuation for effect (dialogue). CC.1.1.4.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express ideas and information.

Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listener

Transfer

Students will be able to independently use their learning to...

8. Read biographies, understand chronological order, interpret facts and information, utilize text features to gain information
9. Improve oral expression through read-alouds.
10. Be able to differentiate between fact and opinion in reading and writing.
11. Understand the author's point of view when reading a biographical sketch.
12. Understand the author's use of a timeline.
13. Use context clues and synonyms and antonyms to learn new words (vocabulary).
14. Use main verbs, helping verbs, linking verbs, and subject-verb agreement correctly in writing (Grammar).
20. Recognize, write, and punctuate contractions (moving toward mastery).
21. Recognize an author's use of quotes in a biographical piece of writing.
22. Complete word work to identify letter and phonic patterns for soft c and g consonant sounds and plurals.
23. Write a biographical piece (to facts and information, chronological text structure, quotes, and a timeline).
24. Create a graphic novel representation of a biological subject using a digital comic platform, captions, and speech bubbles.
25. Practice editing with partners and independently.
26. Share their written work.

Meaning

UNDERSTANDINGS

Students will understand that...

9. Biographical text can normally written using chronological text structure
10. Authors include facts and opinions in their writing.
11. Biographical text can include the point of view of the author.
12. Biographical text can include text features (timelines, pictures, captions, maps, photographs...) to add information needed to aid the understanding of the reader
13. An author of Biographical text writing spends much time researching his/her topic.
14. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.
15. An author's use of synonyms and antonyms can help a reader figure out the meaning of a word.
16. Biographical text often include quotes. Quotation marks, commas, and endmarks are used to punctuate quotes.
10. English words can have soft c and g sounds sounds. Plural words can have varying spelling patterns.

ESSENTIAL QUESTIONS

7. In what ways can you help your community?
8. How do strategic readers create meaning from realistic fiction? (What literary elements do they use to create meaning?)
9. Why learn new words?
10. What strategies and resources do learners use to figure out unknown vocabulary?
11. What is my purpose for writing?
12. What makes clear and effective writing?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?
[Jump to Table of Contents](#)

Acquisition

KNOWLEDGE

Students will know...

8. When reading biographical text, students will recognize the text structure of chronological order is used to tell a factual story of a person's life
9. Students will understand the author's use of main text, text features, and quotes.
10. Read, research, and write their own biographical piece, to include an main events in their subject's life, illustrations, captions, quotes, and a timeline.
11. Use main verbs, linking verbs, and helping verbs in their writing with correct verb tenses.
12. Write and punctuate contractions correctly.
13. Recognize different sentences have specific purposes and need specific punctuation and punctuation of dialogue.
14. Realize that words have specific spelling patterns based on their phonological sound.

SKILLS

Students will be skilled at (be able to do)...

9. Read fluently with expression..
10. Realize that Biographical Text follows a chronological text structure, contains facts and information, text features, and quotes
11. Determine author's point of view in reading and writing
12. Write a biographical piece with a chronological text structure,facts and information, text features, and quotes
13. Learn and use in writing, new content specific vocabulary words with multiple meaning
14. Write a graphic novel piece using, background, character, speech bubbles, captions, and a timeline to tell a story
15. Write complete sentences with main, helping, and linking verbs and use subject verb agreement correctly
16. Use and spell words withsoft c and g and plural patterns correctly in their writing

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
4. Accurate and complete information when completing graphic organizers to include chronological information, point of view, facts and opinions, text features and quotes	PERFORMANCE TASK(S)/Think GRASPS: 4. Writing Journals 5. Small Group/Pair passage reading (fluency)

5. Understand and describe the text structure of the passages 6. Cited evidence (paraphrased) from a text(s) to support an answer.	6. Fluency Poems - Repeated Reading w/color coding and Word Ladders 9. Written response to reading - written response to answer a prompt based of the <i>Judy's Appalachia, Delivering Justice, Story Works Passages</i> (TDA Practice - hook, introduction, evidence, elaboration, conclusion) 10. Unit Test - Includes comprehension questions based on biographical pieces, vocabulary, text structure (chronological), author's point of view, text features, main, linking, and helping verbs and subject verb agreement 11. Student Researched and Written Biography Books (From Who Was?/Who Is? Books) 12. Student Researched and created Pixton Comic - Biography 13. Spelling practice pages
4. Complete sentences, word usage, and correct punctuation for written responses and answers to comprehension questions. (moving towards mastery) 5. Recognition an author's point of view of written pieces 6. Understanding of new vocabulary words from context or by the use of synonyms and antonyms 7. Spell words correctly using soft c and g patterns and plurals varying spelling patterns 8. 80% or above on IXL skills 9. 80% on Study Island Skills	OTHER EVIDENCE: 7. Vocabulary Sentences -Journal writing (vocabulary power writes) (pair share/class share) 8. In centers on white boards, students write and punctuate sentence types with correct verb agreement (pair share, teacher share), fluency poems, and word ladders 9. IXL and Study Island -Skills to match current concepts (80% or above) 10. Paragraph with spelling words. (r-controlled and silent letters), based on a prompt.

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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Summary of Key Learning Events and Instruction

13. Whole class, pair, and independently read: ***Judy's Appalachia, Delivering Justice, Story Works Passages*** supplied by the teacher)
14. Mini Lessons on **Literary Elements**: Biographical Text, Author's Point of View, Text Structure, Text Features
15. Small Group/Pair fluency practice
16. Graphic Organizers to practice then assess students' understandings of Biographical Text, Author's Point of View, Text Structure, Text Features
17. Students use Sentence Stems (Teacher models) to guide their *Written Response to Reading* when writing about the author's use of chronological text structure and text features
18. Teacher will review the assessment rubric with students.
19. Students will research and write a Biography Book based on the reading of a Who Is?/Who Was? Book
20. Students will create a graphic novel piece based on their biographical subject using Pixton Comic. In doing so, they will create the character likeness, accurate background, captions, speech bubbles, and timeline
21. Students will write, revise, edit, and publish their responses (student and class share)
22. Daily Vocabulary, word work (Picture vocabulary cards, context practice, suffixes, white board sentence writing, word card student practice, journal quick writes)
23. Daily grammar - main, helping, linking verbs and subject verb agreement (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing, white board writing)
24. Spelling word work, spelling sheets, whiteboards (soft c and g and plural spelling patterns)
14. Spelling paragraph writing (pair share)

[Unit 10 PSSA Prep \(Coach/PDE Released Items\)](#) [Unit 11 - Mystery/Spider Kane Novel](#)

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Course Title: English Language Arts	Course Author: Christina Lorelli	Grade Level(s): 4th Grade	Time/Duration: 6 weeks - (2 weeks PSSA prep, 4 weeks Mystery/Spider Kane)
Course Summary: (optional) [Type Here]			
Unit Name: PSSA Prep/Mystery(Spider Kane)	Unit Number: 9 and 10	Created: 2023	Revised: 2024
Standards Addressed: PSSA Prep E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text			

- E04.B-C.2.1.2 Describe the overall structure (cause/effect and text features) of the events, ideas, concepts, or features in a text or part of a text.
 - E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards)
 - E04.C.1.2.2 Develop a topic with facts and details
 - E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic
 - E04.C.1.2.5 Provide a concluding statement of section related to the information
 - E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
 - E04.D.1.2.1 Use correct capitalization.
 - E04.D.2.1.2 Choose punctuation for effect.
 - **CC.1.1.4.D** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
 - E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped.
 - E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, and inferences
 - E04.E.1.1.3 Link ideas with transitions
 - E04.E.1.1.4 Use precise Language
 - E04.E.1.1.5 Provide a Concluding Sentence
- Mystery**
- E04. A-K. 1.1.3 Describe in depth a character, setting, or story, drama, or poem, drawing on specific details in the text (character motivation)
 - E04. A-K. 1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - E04.B-C.2.1.2 Describe the overall structure (problem/solution and text features) of the events, ideas, concepts, or features in a text or part of a text.
 - E04.C.1.2.1 Introduce a topic for the intended audience group related information in paragraphs (working towards)
 - E04.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which related ideas are logically grouped. Orient the reader by establishing a situation and introducing a narrator and/or characters (narrative) Use dialogue and descriptions to develop experiences and events (narrative)
 - E04.C.1.2.4 Use precise language and domain vocabulary to inform or explain about a topic
 - E04.B-V.4.1.1 (CC1.2.4.K) Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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- E04.D.1.1.6 Produce complete sentences recognizing and correcting inappropriate fragments and run-on sentences.
 - E04.D.1.2.1 Use correct capitalization.
 - E04.D.2.1.2 Choose punctuation for effect.
 - **CC.1.1.4.D** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Effective readers use appropriate strategies to construct meaning. (making predictions, refining predictions)
2. Effective readers recognize and interpret text structures to construct meaning (problem/solution)
3. An expanded vocabulary enhances one's ability to express ideas and information. (character trait words)
4. Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. (personal narratives)
5. Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. (subject/predicate)

Transfer

Students will be able to independently use their learning to...

PSSA Prep

1. Review reading text features to discover information (headings, photographs, captions, maps, graphs, tables) about natural disasters not found in the main text
2. Use information read/learned to analyse and construct a written response based on a prompt (TDA)
3. Use context clues to review ways to figure out unknown words (vocabulary) that are content specific and used in multiple ways (multiple meanings)
4. Review sentence types, simple, compound, and complex
5. Recognize sentence types in text samples (declarative, imperative, interrogative, exclamatory)
6. Review writing sentences using different sentence types with correct punctuation (declarative, imperative, interrogative, exclamatory, and quotations)
7. Review and practice figurative language (idiom, simile, metaphor, personification)

Mystery

8. Understand elements of a mystery
9. Understand how an author uses multiple characters, clues, and evidence to create a mystery

10. Follow the mystery as it unfolds using a plot
11. Isolate characters and clues/evidence on an evidence board

Meaning

UNDERSTANDINGS

Students will understand that...

1. Mystery text can be written in a problem/solution text structure
2. Authors include allusions in their writing.
3. Mystery writing tells a story, often includes a problem and solution, and includes an introduction, and conclusion (follows a plot)
4. Mystery stories contain numerous characters, suspects, detectives, red herrings, motives, villains, clues, evidence, witnesses, alibis, crimes, and victims
5. Words (vocabulary) can be content specific and be used in multiple ways (multiple meanings) depending on context.

ESSENTIAL QUESTIONS

PSSA Prep/Mystery

1. How do strategic readers create meaning from a fiction and non-fiction pieces?
2. Why learn new words?
3. What strategies and resources do learners use to figure out unknown vocabulary?
4. What is my purpose for writing? (TDA)
5. What makes clear and effective writing?

Stage 1: Essential Content, Concepts & Skills
What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know...

PSSA Prep/Mystery

1. When reading fiction and non-fiction text, students will recognize the plot of the story and/or purpose and text structure
2. Students will understand the author's use of dialogue between characters.
3. Write in fiction or nonfiction forms, to include an introduction and conclusion. (With TDAs evidence and elaboration is included)
4. Differentiate among sentence types.
5. Recognize different sentences have specific purposes and need specific punctuation.
6. A reader can use several strategies to figure out unknown words.
7. Realize that words have specific spelling patterns based on their phonological sound.

SKILLS

Students will be skilled at (be able to do)...

1. Read fluently with expression..
2. Realize that fiction follows a plot, contains conflicts, and often includes dialogue
3. Determine facts from opinion in reading and writing
4. Realize that non fiction text gives facts and information written using different Text Structures
5. Write a TDA using specific text structure with an introduction, evidence, elaboration, and conclusion
6. Learn and use in writing, new content specific vocabulary words with multiple meaning
7. Write and punctuate dialogue and sentences correctly
8. Write complete sentences with action verbs and use subject verb agreement correctly
10. Use grade level spelling accurately

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?

How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
1. Practice and complete PSSA Practice sets from Coach Books	PERFORMANCE TASK(S)/Think GRASPS:

and PDE Released items for PSSA - Understand and describe the text structure of practice passages - Respond to TDA Practice Prompts by writing an introduction, citing evidence (paraphrased) from a text(s) to support an answer, elaborate on evidence, and writing a conclusion.	- Writing Journals - Small Group/Pair passage reading (fluency) - Fluency Poems - Repeated Reading w/color coding - PSSA Practice sets from Coach Books and PDE Released items for PSSA - Released TDA practice prompts - Get to know your novel - Spider Kane and the Mystery of the May-Apple - Evidence Board - Spider Kane and the Mystery of the May-Apple - Vocabulary Practice and Extension sheets - Spider Kane and the Mystery of the May-Apple - Spider Kane and the Mystery of the May-Apple Book Quizzes - Concrete Poems - Insect Shapes/Themes
- Complete sentences, word usage, and correct punctuation for written responses and answers to comprehension questions. (moving towards mastery) - Recognition of point of view of written pieces and text structures - Read fluently and comprehend a mystery using elements of a mystery - Understanding of vocabulary words from context - Spell 4th grade words correctly 80% or above on IXL skills 80% on Study Island Skills	OTHER EVIDENCE: - Journal writing (vocabulary power writes) (pair share/class share) - In centers on white boards, students write and punctuate compound and complex sentences (pair share, teacher share), fluency poems, and word ladders - IXL -review skills (80% or above) - Study Island -review skills (80% or above)

Stage 3: Learning Plan

*What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction*

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template](#)

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1. Whole class, pair, and independently read: **PSSA Practice Skill Questions and Spider Kane and the Mystery Under the MApple**
15. Mini Lessons/Reviews on **Literary Elements**: Text Structures, Author's Point of View, Figurative Language, Text Features and **Elements of a Mystery**
16. Small Group/Pair fluency practice
17. Graphic Organizers to practice then assess students' understandings of Mystery Text, Author's Point of View, Text Structure, Text Features
18. Students use Sentence Stems (Teacher models) to guide their *Written Response to Reading* when writing about the author's use of suspects, red herring, clues, and evidence
19. Students practice responding to a TDAs and released practice items from the PSSA test
20. Students will create an evidence board during the reading of the book to track characters, suspects, clues, and evidence
21. Students will write, revise, edit, and publish their responses (student and class share)
22. Daily Vocabulary, word work (Picture vocabulary cards, context practice, suffixes, white board sentence writing, word card student practice, journal quick writes)
23. Daily grammar - main, helping, linking verbs and subject verb agreement (video clip, sentence writing, partner sentence strip writing, grammar practice sheets, journal writing, white board writing)
24. Spelling word work, spelling sheets, whiteboards (soft c and g and plural spelling patterns)
25. Spelling paragraph writing (pair share)