

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: Literacy

Grade Level or Course: 4th Grade

Unit: Think It Through

Pacing: 7 weeks

STAGE 1 – DESIRED RESULTS

Essential Questions

- How do readers make, confirm or revise predictions?
- How does story structure help readers better comprehend text?
- How do readers use text structure to interpret the text?
- How do readers demonstrate reading with purpose and understanding in a grade level text?
- How do writers use text evidence to support their writing?

Big Ideas

- Readers make, confirm and revise predictions.
- Readers identify character, setting, plot and sequence.
- Readers reread for purpose and understanding.
- Readers identify main idea and key details within a story.
- Readers identify the text structures of cause/ effect, compare/contrast and problem/solution.
- Writers answer questions with support from the text.
- Writers draft, edit, and revise a narrative piece.

Overarching Objectives

Literary Text

- I can comprehend a variety of literature. (RL.4.10)

Informational Text

- I can read and comprehend informational texts. (RI.4.10)

Language

- I can use grade-appropriate academic words in domain-specific words and phrases. (L.4.6)

Writing

- I can write with stamina for different tasks, purposes, and audiences. (W.4.10)

Speaking and Listening

- I can engage in a range of discussions with diverse partners on grade level topics. (SL.4.1)
- I can paraphrase portions of a text read aloud or presented visually. (SL.4.2)

- I can identify the reasons and evidence a speaker gives to support points. (SL.4.3)
- I can speak clearly while reporting on a topic, telling a story or experience in an organized manner. (SL.4.4)
- I can add audio recordings or visual displays to improve a presentation. (SL.4.5)
- I can figure out when to use formal speech and when to use informal speech. (SL.4.6)

Reading Foundational Skills

- I can use all letter-sound correspondences to read accurately unfamiliar multisyllabic words. (RF.4.3a)
- I can use syllabication patterns to read accurately unfamiliar multisyllabic words. (RF.4.3a)
- I can use morphology to read accurately unfamiliar multisyllabic words. (RF.4.3a)
- I can read with sufficient accuracy to support comprehension. (RF.4.4a)
- I can read with sufficient fluency to support comprehension. (RF.4.4a)
- I can read grade-level prose and poetry orally with accuracy. (RF.4.4b)
- I can read grade-level prose and poetry orally with appropriate rate. (RF.4.4b)
- I can read grade-level prose and poetry orally with expression. (RF.4.4b)
- I can use context to self-correct word recognition and understanding. (RF.4.4c)

Priority Objectives

Literary Text

- I can draw inferences from grade-level literary texts. (RL.4.1)
- I can answer literal and explicit questions from a grade-level literary text. (RL.4.1)
- I can identify character traits. (RL.4.3)
- I can identify important details in setting. (RL.4.3)
- I can identify important events in a story. (RL.4.3)

Informational Text

- I can draw inferences from grade-level informational texts. (RI.4.1)
- I can answer literal and explicit questions from a grade-level informational text. (RI.4.1)
- I can identify the main idea of a grade-level text. (RI.4.2)
- I can identify supporting details in a grade-level text. (RI.4.2)
- I can describe the text structure of a given text. (RI.4.5)

Language

- I can use the conventions of grammar and usage when writing. (L. 4.1)
- I can use correct capitalization, punctuation, and spelling when writing. (L4.2)
- I can understand the different meanings of a multiple-meaning word. (L.4.4a)
- I can use context clues to figure out word meanings. (L.4.4a)
- I can distinguish between literal language and figurative language. (L.4.5b)
- I can recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5b)
- I can understand words by relating them to their antonyms and synonyms. (L.4.5c)

Writing

- I can sequence the events in the story. (W4.3a)
- I can use transitional words and phrases to sequence events in the story. (W4.3c)
- I can use concrete words, phrases, and sensory details to tell the story. (W4.3d)
- I can create a clear, developed, piece of writing for different purposes or audiences. (W4.4)
- I can gather evidence from literary texts to support my writing. (W.4.9a)

Speaking and Listening

Speaking and Listening standards will not be formally assessed.

Reading Foundational Skills

Reading Foundational Skills will not be formally assessed.

Supporting Objectives

Literary Texts

All Reading Literature standards in this unit will be formally assessed as priority objectives.

Informational Texts

- I can use graphic sources within a text to answer a specific question. (RI.4.7)

Language

- I can use grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (L.4.4b)
- I can recognize sentence fragments and run-on sentences. (L4.1f)
- I can use relative pronouns (who, whose, whom, which, that). (L.4.1a)
- I can use a comma and a conjunction when connecting two simple sentences. (L.4.2c)

Writing

- I can use dialogue and descriptions to develop events and characters. (W.4.3b)

Speaking and Listening

- I can follow the rules for class discussions and carry out my assigned role. (SL.4.1b)
- I can ask and answer questions to help me understand the discussion. (SL.4.1c)
- I can stay on topic and contribute to others' ideas and comments. (SL.4.1c)
- I can explain my own ideas and understanding as they connect to the discussion. (SL.4.1d)

STAGE 2 – EVIDENCE

Concepts (What students need to know?)	Performance Tasks (What students will be able to do?)	PLC Target Evidence (Which assessment [formative or summative] should we target for a PLC)
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		discussion? Evidence-based P4R)
1. Inferences from Literary Texts	1. Draw inferences from grade-level literary texts. (RL.4.1)	After Unit 1 Assessment
2. Literal and Explicit Questions from Literary Texts	2. Answer literal and explicit questions from a grade-level literary text. (RL.4.1)	
3. Character Traits	3. Identify character traits. (RL.4.3)	
4. Supporting Details	4. Identify important details in setting. (RL.4.3)	
5. Important Events in a Story	5. Identify important events in a story. (RL.4.3)	
6. Inferences from Informational Texts	6. Draw inferences from grade-level informational texts. (RI.4.1)	
7. Literal and Explicit Questions from Informational Texts	7. Answer literal and explicit questions from a grade-level informational text. (RI.4.1)	
8. Main Idea	8. Identify the main idea of a grade-level text. (RI.4.2)	
9. Supporting Details	9. Identify supporting details in a grade-level text. (RI.4.2)	
	10. Describe the text	

10. Text Structure 11. Multiple-Meaning Words 12. Context Clues 13. Literal and Figurative Language 14. Idioms, Adages, and Proverbs 15. Antonyms and Synonyms 16. Evidence from Literary Texts in Writing	<p>structure of a given text. (RI.4.5)</p> <p>11. Understand the different meanings of a multiple-meaning word. (L.4.4a)</p> <p>12. Use context clues to figure out word meanings. (L.4.4a)</p> <p>13. Distinguish between literal language and figurative language. (L.4.5b)</p> <p>14. Recognize and explain the meaning of common idioms, adages, and proverbs. (L.4.5b)</p> <p>15. Understand words by relating them to their antonyms and synonyms. (L.4.5c)</p> <p>16. Gather evidence from literary texts to support my writing. (W.4.9a)</p>	
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STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

Anchor Text (<i>Textbook Name</i>)
<i>Wonders McGraw Hill Grade 4</i>

Read Alouds/Shared Reading	Non-Fiction
<p>Week 1 R/WW “The Dragon Problem” Anthology “The Princess and the Pizza” / “Tomas and His Sons” Leveled Readers “Clever Puss”, “Jack and the Extreme Stalk” and “Charming Ella”. Classroom Library “M.C. Higgins the Great” and “The Accidental Hero”</p>	<p>Week 2 Anthology “Speaking Out to Stop Bullying”</p>
<p>Week 2 R/WW “The Talent Show” Anthology “Speaking Out to Stop Bullying” Leveled Readers “The Dream Team”, “Rosa’s Garden” and “Saving Grasshopper” Classroom Library “M.C. Higgins the Great” and “The Accidental Hero”</p>	<p>Week 3 R/WW “A World of Change” Anthology “Earthquakes”/ “Tornado” Leveled Readers “Changing Landscapes” Classroom Library “Volcanoes” and “Happy Birthday Martin Luther King”</p>
<p>Week 3 R/WW “A World of Change” Anthology “Earthquakes”/ “Tornado” Leveled Readers “Changing Landscapes” Classroom Library “Volcanoes” and “Happy Birthday Martin Luther King”</p>	<p>Week 4 R/WW “The Big Race” Anthology “A Crash Course in Forces and Motion with Max Axiom, Super Scientist” Leveled Readers “George’s Giant Wheel” Classroom Library “Volcanoes” and “Happy Birthday Martin Luther King”</p>
<p>Week 4 R/WW “The Big Race” Anthology “A Crash Course in Forces and Motion with Max Axiom, Super Scientist”/ “The Box-Zip Project” Leveled Readers “George’s Giant Wheel” Classroom Library “Volcanoes” and “Happy Birthday Martin Luther King”</p>	<p>Week 5 R/WW “Dollars and Sense” Anthology “Kids in Business”/ “Starting a Successful Business” Leveled Readers “Think Big” Classroom Library “Volcanoes” and “Happy Birthday Martin Luther King”</p>

<p>Week 5 R/WW "Dollars and Sense" Anthology "Kids in Business"/ "Starting a Successful Business" Leveled Readers "Think Big" Classroom Library "Volcanoes" and "Happy Birthday Martin Luther King"</p>	
<p>Poetry</p>	<p>Media</p>
<p>None in Unit 1</p>	<p>Instructional visuals and audio supports provided through ConnectEd Go Digital</p>
<p>Writing</p>	<p>Grammar</p>
<p>Week 1- Week 5</p> <ul style="list-style-type: none"> • Write about Note Taking: Model Note Taking and Taking Notes • Analyze Student Model and Write to the Prompt <p>Unit 1 Writing Process: Writing a Friendly Letter Optional: Personal Narrative</p>	<p>Week 1- Sentences Week 2- Subjects and Predicates Week 3- Compound Sentences Week 4- Clauses and Complex Sentences Week 5- Run-on Sentences</p>
<p>Word Study/Phonics</p>	<p>Skills/Strategies</p>
<p>Week 1- Short Vowels & Inflectional Endings Week 2- Long a & Inflectional Endings Week 3- Long e & Plurals Week 4- Long i & Inflectional Endings Week 5- Long o & Compound Words</p>	<p>Week 1- Make Predictions, Sequence, Synonyms Week 2- Make Predictions, Problem and Solution, Figurative Language Week 3- Compare and Contrast, Reread, Multiple Meaning Words Week 4- Cause and Effect, Reread, Context Clues Week 5- Main Ideas and Key Details, Reread, Suffixes</p>
<p>EL Resources</p> <p>Week 1:</p> <ul style="list-style-type: none"> • Scaffolded suggestions available in Teacher Manual • ELL Leveled Readers <p>Available online on ConnectEd</p> <ul style="list-style-type: none"> • ELD Companion Worktext PDFs • Differentiated Texts • Language Development Practice PDFs • Newcomer Vocabulary Cards • Visual and Audio Supports 	<p>RTI Resources</p> <p>Tier 2 Intervention Online PDF</p> <ul style="list-style-type: none"> • See Monitor and Differentiate Sections in teacher Manual for suggested intervention (Differentiation Pages- Approaching Level, ELL, On Level, Beyond Level)

Academic Vocabulary/ Word Wall	Enrichment/ Modifications	Interdisciplinary Connections
Predictions Sequence Problem Solution Compare and Contrast Cause and Effect Reread Fairy Tale Genre Intonation Realistic Fiction Inflectional Ending Expression Rate Background Context Clues Expository Text Narrative Text Clause Complex Sentence Main Idea and Details Persuasive Article	Enrichment- Beyond differentiation PDFs available through ConnectEd	Science- Forces and Motions Biography-Martin Luther King Jr