

**Ouachita River School District**  
**UNIT PLAN: ELA 4th Grade Unit 1**

<p><b>UNIT TITLE:</b> Think It Through  <b>Time Frame:</b> 6 weeks (Sept.-Oct.)  Unit one will focus on how people come up with new ideas, the concept of respect, natural changes on the Earth, how discoveries may be a surprise, and how people start a business.</p>	<p><b>Student Learning Objectives: <i>What Will the Student Know and Be Able to Do Successfully by the End of This Unit?</i></b>  The student will be able to:</p> <ul style="list-style-type: none"> <li>● make, confirm, or revise predictions</li> <li>● use context clues to determine meaning of new vocabulary words</li> <li>● use the strategy of rereading to comprehend various genres</li> <li>● identify and explain different idioms (figurative language)</li> <li>● write a complete sentence using the correct punctuation</li> <li>● identify and produce a subject and predicate of a complete sentence</li> <li>● identify and produce simple, compound, and complex sentences with the correct punctuation</li> <li>● identify and produce dependent and independent clauses</li> <li>● correct run-on sentences</li> <li>● identify short and long vowel sounds</li> <li>● identify and use synonyms and antonyms</li> <li>● identify and use multiple-meaning words</li> <li>● identify use inflectional endings</li> <li>● write a friendly letter</li> <li>● write a personal narrative</li> <li>● write over extended periods of time</li> <li>● introduce and develop a topic with precise language</li> <li>● define and restate vocabulary words</li> <li>● use relative pronouns (who, whose, whom, which, that)</li> <li>● use a comma before a coordinating conjunction and in a compound sentence</li> <li>● produce clear and coherent writing with guidance by planning, revising and editing</li> <li>● identify and use a plural noun</li> <li>● read for purpose and understanding</li> <li>● identify and use affixes to determine the meaning of vocabulary words</li> <li>● identify a root word</li> <li>● use inflectional endings</li> </ul>
<p><b>Arkansas Academic Standards: <i>Include Essential Learnings!</i></b>  <b>READING</b>  RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context  RF.4.4a Read on-level text with purpose and understanding  RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings  RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary  RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text  RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text  RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)  RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)  RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text  RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations  RL.4.7 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  RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures  RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range  RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text  RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text  RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p>	

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range

#### **WRITING**

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic

W.4.2e Provide a concluding statement or section related to the information or explanation presented

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations

W.4.3c Use a variety of transitional words and phrases to manage the sequence of events

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely

W.4.3e Provide a conclusion that follows from the narrated experiences or events

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text")

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

#### **LANGUAGE**

- use singular and plural nouns
- identify and use synonyms and antonyms
- use relative adverbs (where, when, why)

L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

L.4.2c Use a comma before a coordinating conjunction in a compound sentence

L.4.2d Spell grade-appropriate words correctly, consulting references as needed

L.4.3a Choose words and phrases to convey ideas precisely

L.4.3b Choose punctuation for effect

L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

#### **SPEAKING/LISTENING**

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

**SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

<p><b>Necessary Prerequisite Skills: <i>What will the Student Need to Know at the Beginning of This Unit?</i></b></p> <ul style="list-style-type: none"> <li>• character, setting, plot, theme</li> <li>• text structures (problem and solution, compare and contrast, cause and effect, inference, sequence)</li> <li>• how to find the main idea and key details</li> <li>• sentence structure</li> <li>• parts of speech</li> <li>• vowel sounds</li> <li>• genres</li> <li>• conventions of punctuation</li> <li>• conventions of usage</li> <li>• how to identify open and closed syllables</li> <li>• how to find and cite evidence</li> <li>• listening and discussion process</li> <li>• author's purpose and point of view</li> <li>• types of sentences</li> <li>• meter and rhyme</li> <li>• text features (diagram, headings, speech balloons, graphs)</li> </ul>	<p><b>Interventions: <i>What are My Plans for Intervening when Students are not Successful on Daily or Interim Assessments?</i></b></p> <ul style="list-style-type: none"> <li>• reteach</li> <li>• small group/individual instruction (if necessary)</li> <li>• peer tutoring</li> <li>• after school tutoring</li> <li>• allowing students to correct errors (looking for understanding)</li> <li>• teaching key aspects of a topic. Eliminate nonessential information</li> <li>• allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</li> <li>• allowing students to select from given choices .</li> <li>• allowing the use of note cards or open-book during testing</li> <li>• collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.</li> <li>• decreasing the amount of work presented or required .</li> <li>• having peers take notes or providing a copy of the teacher's notes</li> <li>• marking students' correct and acceptable work, not the mistakes</li> <li>• modifying tests to reflect selected objectives</li> <li>• providing study guides</li> <li>• reducing or omitting lengthy outside reading assignments</li> <li>• reducing the number of answer choices on a multiple choice test</li> <li>• using videos, illustrations, pictures, and drawings to explain or clarify</li> </ul>
<p><b>Essential Questions/ Big Ideas: <i>Enduring Understanding, Relevance to Students, Overarching Objectives</i></b></p> <ol style="list-style-type: none"> <li>1. Where do good ideas come from?</li> <li>2. How do your actions affect others?</li> <li>3. How do people respond to natural disasters?</li> <li>4. How can science help you understand how things work?</li> <li>5. How can starting a business help others?</li> </ol>	<p><b>Necessary Vocabulary Words:</b> context clue, synonym, idiom, figurative language, multiple-meaning words, definition, suffix,  <b>Academic Vocabulary:</b> collaborate, topic, dialogue, focus, headings, diagrams, restatements, transitions, print sources, digital sources  <b>Read aloud vocabulary will vary. (provided with text unit)</b></p>

<p>6. How can challenge bring out our best?</p> <p><b>Learning Activities: <i>What Will the Teacher Do to Accomplish the Student Learning Objectives?</i></b></p> <ul style="list-style-type: none"> <li>• lecture</li> <li>• questioning</li> <li>• presentation</li> <li>• model concept/skills</li> <li>• workstations</li> <li>• use various mediums</li> <li>• read alouds with discussion</li> <li>• assign individual/group work to reinforce learning</li> <li>• evaluate students learning through various types of assessments (eg. teacher made test, observation, discussion/questioning, journaling)</li> <li>• provide modifications, reteaching, small group instruction, enrichment activities as needed</li> </ul>	<table border="1"> <tr> <td data-bbox="1037 136 1398 776"> <p><b>Teaching/Learning Level of Bloom's Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> <hr/> <p>Depth Of Knowledge Reading Routine</p> <p><b>Level 1</b> Identify key ideas and details about text</p> <p><b>Level 2-3</b> Reread and analyze the text craft and structure</p> <p><b>Level 4</b> Integrate knowledge and ideas and make text to text connections</p> </td><td data-bbox="1398 136 2007 776"> <p><b>Marzano's Instructional Strategies Plan:</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Generating and testing hypothesis</li> <li>• Questions, cues, and advance organizers</li> </ul> </td></tr> <tr> <td colspan="2" data-bbox="1037 776 2007 1485"> <p><b>Resources/Technology: <i>List of Websites, Read Aloud Books, Games &amp; etc.</i></b></p> <ul style="list-style-type: none"> <li>• McGraw-Hill Wonders! series</li> <li>• McGraw-Hill Wonders! Literature Anthology</li> <li>• McGraw-Hill Wonders! Reading and Writing Workshop</li> <li>• McGraw-Hill Wonders! Your Turn Practice Book</li> <li>• McGraw-Hill Wonders! Grammar Practice Reproducibles</li> <li>• McGraw-Hill Wonders! Workstation Activity Cards</li> <li>• SmartBoard</li> <li>• Chromebooks</li> <li>• Decodable Readers</li> <li>• Leveled Readers</li> <li>• digital Readworks</li> <li>• MobyMax</li> <li>• Newsela</li> <li>• read aloud</li> <li>• Accelerated Reader</li> <li>• Novel units</li> <li>• Empowering Writers</li> </ul> </td></tr> </table>	<p><b>Teaching/Learning Level of Bloom's Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> <hr/> <p>Depth Of Knowledge Reading Routine</p> <p><b>Level 1</b> Identify key ideas and details about text</p> <p><b>Level 2-3</b> Reread and analyze the text craft and structure</p> <p><b>Level 4</b> Integrate knowledge and ideas and make text to text connections</p>	<p><b>Marzano's Instructional Strategies Plan:</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Generating and testing hypothesis</li> <li>• Questions, cues, and advance organizers</li> </ul>	<p><b>Resources/Technology: <i>List of Websites, Read Aloud Books, Games &amp; etc.</i></b></p> <ul style="list-style-type: none"> <li>• McGraw-Hill Wonders! series</li> <li>• McGraw-Hill Wonders! Literature Anthology</li> <li>• McGraw-Hill Wonders! Reading and Writing Workshop</li> <li>• McGraw-Hill Wonders! Your Turn Practice Book</li> <li>• McGraw-Hill Wonders! Grammar Practice Reproducibles</li> <li>• McGraw-Hill Wonders! Workstation Activity Cards</li> <li>• SmartBoard</li> <li>• Chromebooks</li> <li>• Decodable Readers</li> <li>• Leveled Readers</li> <li>• digital Readworks</li> <li>• MobyMax</li> <li>• Newsela</li> <li>• read aloud</li> <li>• Accelerated Reader</li> <li>• Novel units</li> <li>• Empowering Writers</li> </ul>	
<p><b>Teaching/Learning Level of Bloom's Taxonomy:</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> <hr/> <p>Depth Of Knowledge Reading Routine</p> <p><b>Level 1</b> Identify key ideas and details about text</p> <p><b>Level 2-3</b> Reread and analyze the text craft and structure</p> <p><b>Level 4</b> Integrate knowledge and ideas and make text to text connections</p>	<p><b>Marzano's Instructional Strategies Plan:</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences</li> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Homework and practice</li> <li>• Nonlinguistic representations</li> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Generating and testing hypothesis</li> <li>• Questions, cues, and advance organizers</li> </ul>				
<p><b>Resources/Technology: <i>List of Websites, Read Aloud Books, Games &amp; etc.</i></b></p> <ul style="list-style-type: none"> <li>• McGraw-Hill Wonders! series</li> <li>• McGraw-Hill Wonders! Literature Anthology</li> <li>• McGraw-Hill Wonders! Reading and Writing Workshop</li> <li>• McGraw-Hill Wonders! Your Turn Practice Book</li> <li>• McGraw-Hill Wonders! Grammar Practice Reproducibles</li> <li>• McGraw-Hill Wonders! Workstation Activity Cards</li> <li>• SmartBoard</li> <li>• Chromebooks</li> <li>• Decodable Readers</li> <li>• Leveled Readers</li> <li>• digital Readworks</li> <li>• MobyMax</li> <li>• Newsela</li> <li>• read aloud</li> <li>• Accelerated Reader</li> <li>• Novel units</li> <li>• Empowering Writers</li> </ul>					

**Assessments Type: *How Will I Know the Student Has Been Successful?***

<b>Summative</b> <ul style="list-style-type: none"><li>• Weekly reading skills assessments</li><li>• Weekly grammar assessments</li><li>• Weekly spelling assessments</li><li>• Unit assessments</li></ul>	<b>Interim:</b> <ul style="list-style-type: none"><li>• Star</li><li>• progress monitoring comprehension assessments</li><li>• DIBELS online (when needed)</li></ul>	<b>Formative:</b> <ul style="list-style-type: none"><li>• practice pages</li><li>• workstations</li><li>• journals</li><li>• exit slips</li><li>• class discussion/questions</li><li>• progress monitoring comprehension assessments</li><li>• digital Readworks</li><li>• MobyMax</li></ul>
--	--	--