

**Ouachita River School District**  
**UNIT PLAN: ELA 4th Grade Unit 6**

<p><b>UNIT TITLE:</b> Past, Present, and Future  <b>Time Frame:</b> 6 weeks (April-May)  Unit 6 will focus on the region some Native American groups have lived, patterns and reasons for migration and immigration, differences in renewable and nonrenewable resources for energy, basic concepts of economics, and what factors influence and shape our identity.</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>• use the strategy of rereading to comprehend various genres</li> <li>• identify and use homophones</li> <li>• ask and answer questions about their reading</li> <li>• identify and use Greek and Latin affixes to determine the meaning of vocabulary words</li> <li>• use figurative language (personification, proverbs, adages)</li> <li>• identify and use number prefixes</li> <li>• identify and use adverbs (good, well)</li> <li>• identify and use homographs and homophones</li> <li>• identify and use negatives</li> <li>• identify and use prepositions</li> <li>• use relative pronouns (who, whose, whom, which, that)</li> <li>• use relative adverbs (where, when, why)</li> <li>• identify and use verb tenses</li> <li>• write a compound sentence</li> <li>• use a comma before a coordinating conjunction in a compound sentence</li> <li>• identify and use synonyms and antonyms</li> <li>• use context clues to determine meaning of new vocabulary words</li> <li>• introduce and develop a topic with precise language</li> <li>• write a complete sentence using the correct punctuation</li> <li>• write over extended periods of time</li> <li>• write a book review</li> <li>• write an opinion essay</li> <li>• define and restate vocabulary words</li> <li>• produce clear and coherent writing with guidance by planning, revising and editing</li> <li>• read for purpose and understanding</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  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  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; summarize the text  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.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably  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</p>	

<p>characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text</p> <p>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</p> <p>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</p> <p><b>WRITING</b></p> <p>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</p> <p>W.4.1b Provide reasons that are supported by facts and details</p> <p>W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)</p> <p>W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations</p> <p>W.4.3c Use a variety of transitional words and phrases to manage the sequence of events</p> <p>W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>W.4.3e Provide a conclusion that follows from the narrated experiences or events</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>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</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>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</p> <p>W.4.9a Apply grade 4 Reading standards to literature (e.g., "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].")</p> <p>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</p> <p><b>LANGUAGE</b></p> <p>L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses</p> <p>L.4.1e Form and use prepositional phrases</p> <p>L.4.2a Use correct capitalization</p>	
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L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

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.4.4 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

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.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context in word meanings

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.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

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.4.4 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 theme

<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>● theme</li> <li>● identify 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 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>● how to identify a syllable</li> <li>● what is imagery</li> <li>● text features (sidebars, headings, glossary, )</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 . • 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. How do traditions connect people?</li> <li>2. Why is it important to keep records of the past?</li> <li>3. How have our energy resources changed over the years?</li> <li>4. What has been the role of money over time?</li> <li>5. What shapes a person's identity?</li> </ol>	<p><b>Necessary Vocabulary Words:</b> denotation, connotation, homophones, Latin and Greek prefixes, figurative language, proverbs, adages, metaphors</p> <p><b>Academic Vocabulary:</b> denotation, connotation, diary, intonation, Venn diagram, transition words, scanning, skimming. meter, supporting</p> <p><b>Read aloud vocabulary will vary. (provided with text unit)</b></p>

<p>6. How can you build on what came before?</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/questioning</li> <li>• presentation</li> <li>• model concept/skills</li> <li>• workstations</li> <li>• 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 750"> <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 <b>Level 1</b> Identify key ideas and details about text <b>Level 2-3</b> Reread and analyze the text craft and structure <b>Level 4</b> Integrate knowledge and ideas and make text to text connections</p> </td><td data-bbox="1398 136 2007 750"> <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 750 2007 1490"> <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>• Empower 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 <b>Level 1</b> Identify key ideas and details about text <b>Level 2-3</b> Reread and analyze the text craft and structure <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>• Empower Writers</li> </ul>	
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<p><b>Assessments Type: <i>How Will I Know the Student Has Been Successful?</i></b></p>					

<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>
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