

ELA COMMON CORE CURRICULUM UNIT*
North Smithfield School Department

TITLE OF UNIT: Let's Explore **COURSE OR GRADE :** 4

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

**ESSENTIAL QUESTION, PROMPT,
PROBLEM**

STANDARDS: Common Core ELA Standards

- | Reading RL/R.I 1-10 | Writing W. 1-10 | Speaking & Listening SL. 1-6 | Language L. 1-6 |
|---|---|--|---|
| <input type="checkbox"/> Literature & Informational
<input type="checkbox"/> Key Ideas and Details
<input type="checkbox"/> Craft and Structure

<input type="checkbox"/> Integration of Knowledge
<input type="checkbox"/> Range of Reading | <input type="checkbox"/> Text Types and Purposes
<input type="checkbox"/> Production and Distribution

<input type="checkbox"/> Research to Build and Present Knowledge
<input type="checkbox"/> Range of Writing | <input type="checkbox"/> Comprehension and Collaboration
<input type="checkbox"/> Presentation of Knowledge and Ideas | <input type="checkbox"/> Knowledge of Language
<input type="checkbox"/> Vocabulary Acquisition Use |

FOCUS ELA STANDARDS: see curriculum _____ for specific standards, e.g. RL. 8.1, RI 8.2, W 8.1, etc.

- | | |
|--|---|
| <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Drawing Inferences RL 4.1, • Theme and Summary RL4.2, RI 4.2 • Character, setting, event description RL4.3, RI 4.3 • Determine the meaning of words RL 4.4, RI 4.4 • Analyzing visual and multimedia elements RI 4.7 • Read and comprehend informational texts RI 4.10 • Decoding RF 4.3 • Accuracy, Fluency, and Comprehension RF 4.4 • Read and comprehend informational texts RI 4.10 <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Opinion piece with reasons and information W 4.1 • Narrative Writing W 4.3 • Clear and Coherent Writing W 4.4 • Develop and Strengthen Writing W 4.5 • Guidance and support for development and organization W 4.6 • Draw Evidence W 4.9 • Write Routinely W 4.10 | <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Conduct Discussions SL 4.1 • Paraphrase information SL 4.2 • Identify reasons and evidence a speaker provides SL 4.3 • Report Findings SL 4.4-6 <p><u>Language</u></p> <ul style="list-style-type: none"> • Conventions L 4.1-4.3 • Determine meaning of unknown words and multiple meanings L 4.4 • Understanding of figurative language and word relationships L 4.5 • Use grade appropriate vocabulary L 4.6 |
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Applied Learning Standards:
 problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

If you could choose any place or time in history to explore, what would you choose?

PRIOR KNOWLEDGE:

- Experience with mysteries , adapting to survive, astronauts in space , wildlife

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Make inferences and analyze a story by identifying a problem and solution.
- Summarize a story by including the main idea and details.
- Make inferences about a character's traits from what he/she does/says/feels/thinks in the story.
- Make inferences and analyze a character by identifying the setting

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SUGGESTED WORKS:

LITERARY TEXTS

STORIES	POETRY	DRAMA	OTHER
1.1 <i>"The Case of the Missing Lunch "</i> <i>"The Case of the Blurry Board "</i>	1.2 <i>Cinquains</i>		<i>Tales of a Fourth Grade Nothing</i> , Judy Blume
1.2 <i>"A Walk in the Desert"</i> <i>"Living in Alaska"</i>			
1.4 <i>"The Astronaut and the Onion "</i> <i>"Astronauts in Training"</i>			
1.5 <i>"The Raft "</i> <i>"Rafting-Ready or Not "</i>			

INFORMATIONAL TEXT

NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
1.1 <i>"Putting together the pieces of the puzzle"</i>			
1.4 <i>"The Solar System"</i>			
1.5 <i>"Into the Swamp"</i>			

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |

- Class Discussion**
Discuss theme for specific unit.
Introduce new vocabulary words. Then Use context clues to determine meaning of vocabulary words.
Read introductory story. Then discuss tested skill.
- Graphic Organizer**
Introduce Treasures' graphic organizer for specific skill (ex: Problem Solution chart). Show how to use it while reading core selection. Then use chart size paper for students to do the same organizer on their leveled text with their reading group members.
- Narrative Writing**
How do Peter's experiences in Tales of a Fourth Grade Nothing remind you of your family? Talk with your partner and share your ideas. Then write a story about a family member and share it with the same partner. Ask you partner to tell you what they like and what could be improved. Your teacher may ask you to type your story and possibly draw and scan an illustration for publication.
- Personal Narrative Writing**
Write a personal narrative using quotes to describe an emotional experience. Publish this piece.
- Literature Response**
Answer the last question on the Comprehension Checks to compare core selection with the introductory story using RAISE format.

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

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Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesise/create
- evaluate

ADDITIONAL RESOURCES:

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VOCABULARY

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LESSON PLAN for UNIT _____

*Referenced templates from *Common Core Curriculum Maps, English Language Arts* and *The Understanding By Design Guide to Creating High Quality Units*

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LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
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OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:**

- Assessments:**
 - **Formative**

 - **Summative**