

ELA UNIT PLAN # 1: 4th Grade

Subject	ELA	School/Grade:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	24 Days, 21 Instructional Day

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

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. (6 Days)

RL.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems (3 days), stories (2 days) and dramas (2 days). (7 Days)

RL.4.3 Describe in depth a character's thoughts, words and/or actions, the setting or events in a story or drama, drawing on specific details to analyze their interaction over the course of the text. (8 Days)

L.4.1b Use the progressive verb tenses.

L.4.1c Use modal auxiliaries (helping verbs) to convey various conditions, such as can, may and must.

L.4.2b Use commas and quotation marks to indicate direct speech and quotations for a text.

L.4.4b. Use common affixes and roots as clues to the meaning of a word

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
RL.4.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Differentiate between explicit and inferred information. Explain how details and examples support inferences. RL.4.2 Apply textual details to determine the theme of a story, drama, or poem. Define "theme" of a story, drama, or poem. Summarize key ideas and details of a story, drama, or poem. RL.4.3 Identify the character, setting, and/or event. Identify specific details about: characters, settings, and/or events. Describe a character, the setting, or an event using a character's thoughts, words, or actions based on evidence in text.	Building on the 3rd grade knowledge of: • RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RL3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. • RL3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Moving toward the 5th grade knowledge of: • RL5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • RL5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Concepts: What do students need to know?	Skills: What do students need to do? RL.4.1- ☐ How can I use what I already know with what I've learned in the text to make meaning? ☐ How can I learn to read between the lines to deepen my understanding? RL.4.2- ☐ In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? ☐ How can I use the

	details of the text to express the theme? ☐ How can I briefly and accurately express the key elements/ideas of the story? RL.4.3- ☐ How does one or more of the story elements affect the text?
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.4.1 Infer Examples Details Text Specific Support Author's Purpose Explain RL.4.2 Theme Convey Summarize Message Character's Action Sentence RL.4.3 Describe Specific Details Character Setting Location Environment Sequence Dialogue Major Events Minor Events	Instruction: Student Toolbox: Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms	

Anchor Chart(s):

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP. 6. Collaborate with others to create new meaning. - LP. 7. Utilize digital resources to learn and share with others. - LP. 8. Engage in specialized, discipline-specific literacy practices. - LP. 9. Apply high level cognitive processes to think deeply and critically about text. - LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
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.	I am learning to... Refer to the key details in a text.	So I am able to... - explain what the text says (explicitly) - draw inferences from the text	I... - can provide explicit details from a text - can use those details to: - explain what the text says - draw inferences from the text

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
6 Days	• What was the author's purpose in writing this text? • What does the author mean when they say ____? • Which specific details in the text lead you to that conclusion? • What can you infer from what you have read so far? • Why do you think that? Can you give specific examples from the text that support your thinking?		
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions		

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems (3 days), stories (2 days) and dramas (2 days)	I am learning to... - analyze how the theme is reflected in a poem, story or drama. - cite relevant implicit and explicit evidence from a text	So I am able to... make a text connection and learn a lesson	I ... - can identify the theme of a text - can analyze how the theme is reflected in poems, stories, and dramas - cite evidence (both explicit and implicit) to support my analysis
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
7 Days	- What is the main idea of this poem/drama/ story? - Which of the following best captures the theme of the text?		

	• How do the character's actions help determine the theme? • How do the character's actions help support the theme? • How is the central message conveyed throughout the story? • Can you summarize what has happened so far? • Convey to your partner in one sentence what the story is about?
	Additional Practice/Releaching Resources/MTSS Tier 2 Interventions

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.4.3 Describe in depth a character's thoughts, words and/or actions, the setting or events in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	I am learning to... - describe a character's thoughts, words and actions in a story or a drama using specific details - describe the setting in a story or drama using specific details	So I am able to... analyze their interaction over the course of the text	I... - can, using specific details, describe a character's thoughts, words, or actions - using this description, analyze the character's interactions in the story or drama - can describe, using specific details, the setting of a story or drama - using this description, analyze the role of the setting over the course of the text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	- Describe a character in the story using specific details. - Describe the setting of the story using specific details. - Describe what happened in the story when ... - What do you think looks like (character or setting) - What words does the author use to describe (character or setting).		

	• What words let you know what the character was thinking? • Why do you think that happened that way in the story? • Describe the impact of the setting on the outcome of the story. • Did the environment affect the outcome of the story? •
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
DAY 1 LT:	DAY 2	DAY 3	DAY 4	DAY 5
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15

Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 2: 4th Grade			
Subject	ELA	School/Teacher	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	24 Days, 21 Instructional Days

KY STANDARDS DOCUMENT	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW			
Standards What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)			
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. (5 Days) RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text. (8 Days) RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text. (8 Days) L.4.1a. Use relative pronouns and relative adverbs. (12 Days) L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (12 Days) L.4.2a. Demonstrate appropriate use of capitalization rules. (19 Days) L.4.4b. Use common affixes and roots as clues to the meaning of a word (31 Days)			

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Nonfiction builds background knowledge and helps readers become learners.	Building on the 3rd grade knowledge of: - RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. - RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Moving toward the 5th grade knowledge of: - RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. - RI 5.2: Determine two or more main ideas and how they are supported by key details; summarize the text. - RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Concepts: What do students need to know?	Skills: What do students need to do?
How can I use what I already know with what I learned in the text to make meaning? Why is it important for me to be able to locate information in a text quickly? Why do readers quote from what they read? How can I briefly and accurately express the main ideas and supporting details from a text? How do interactions and relationships in a text help me understand what I am reading?	RI.4.1- ☐ Differentiate between explicit and inferred information. ☐ Identify explicit details when explaining text and drawing inferences. ☐ Analyze the text using details and examples. ☐ Summarize explicit information through inferences. ☐ Determine the similarities and differences of the experience of reading a story, drama, or poem to that of listening or viewing the audio, video, or live version of the text. RI.4.2- ☐ Identify the main idea and themes. ☐ Explain how details are needed to support the main idea. ☐ Summarize text with key supporting details. RI.4.3- ☐ Identify events, procedures, ideas, and concepts. ☐ Identify character interaction led to events. ☐ Evaluate why events, procedures, ideas, and concepts occurred with supporting details. ☐ Summarize why

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literacy tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
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	I am learning to... refer to details and examples in a text	So I am able to... - explain explicitly what the text says - draw inferences from the text	I ... - can refer to specific details in a text when explaining what the text says - use those details to draw inferences from the text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
5 Days	• What is the message so far? • What does the author mean when he/she says _? • Which details in the text led you to that conclusion? • Why do you think that? Can you give specific examples from the text that support your thinking? • What was the purpose of this piece? • Give examples of other pieces that were written with the same purpose.
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	I am learning to... • Analyze how the central ideas are reflected in a text, • cite relevant and explicit evidence from the text.	So I am able to... • make meaning from what I read	I ... • can identify the central idea of a text • can analyze how that central idea is reflected in the text • can cite relevant examples and explicit evidence from the text to support my analysis

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard: 12 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning. • What is the message so far? • What is this passage about? • Why do you think that? Can you give some details from the text that supports your thinking? • Can you give me a sentence that tells what this text was about? • Write a short summary about what you learned. • How would you summarize what you have read so far?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	•

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	I am learning to... explain the events that happen over the course of a text	So I am able to... make meaning of what I read	I ... - provide details about the individuals, events, procedures, ideas, or concepts in a text - can use those details explain what happened and why over the course of a text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
•			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
11 Days	- Can you explain what is happening in this text? - Why do you think this is happening? - What is the first step in this procedure? Can you explain what step comes next?		

	- What is the main idea of this text? - What was the result of _____'s idea?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24		

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 3: 4th Grade				
Subject	ELA	School/Teacher:		
Unit Title: *your unit name				
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	23 Days, 20 Instructional Days,	

KY STANDARDS DOCUMENT	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW			
Standards What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)			
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning. (8 Days)			
RL.4.5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. (6 Days)			
RL.4.6 Compare/contrast the point of view of first and third person narrators and the effect they have on the reader. (6 Days)			
L.4.2c Use a comma before a coordinating conjunction in a compound sentence.			
L.4.4b. Use common affixes and roots as clues to the meaning of a word (list, er, or, able, ible)			
L.4.4c Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.			
L.4.5a Explain the meaning of simple similes and metaphors in context.			
L.4.5b Recognize and explain the meaning of common idioms, adages and proverbs.			

Critical Areas What must be the focus of instructional time during this unit? Language is used to express thoughts and feelings. Point of view impacts how a story is told and what information is shared and highlighted. Poetry and dramatic works are meant to be read aloud. Different types of literature are structured in different ways. Understanding how poems, plays, and stories work help me to understand their meaning.	Progressions What is the students' prior knowledge? What are the next steps? Building on the 3rd grade knowledge of: • RL3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language • RL3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • RL3.6: Distinguish their own point of view from that of the narrator or those of the characters. Moving toward the 5th grade knowledge of: • RL5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • RL5.5: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem • RL5.6: Describe how a narrator's or speaker's point of view influences how events are described.
Concepts: What do students need to know? How does the author's choice of words affect the meaning of a text? Why do people write poetry? Why do people write dramas? How does a poet appeal to the senses? How does a playwright appeal to the senses? How does the difference in first and third person influence how the story is told?	Skills: What do students need to do? RL.4.4- ☐ Recognize words and phrases. ☐ Recognize words and phrases that allude to mythical characters. ☐ Know significant Greek characters and defining characteristics. ☐ Determine the meaning of words and phrases as they are used in a text. ☐ Determine the meaning of words and phrases that allude to mythological characters.

	RL.4.5- ☐ Differentiate between poems, drama, and prose. ☐ Refer to the structural elements of poems, prose, and drama when writing or speaking. ☐ Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text. ☐ Analyze how particular structure contributes to development of theme, setting, or plot. RL.4.6- ☐ Define vocabulary, compare/ contrast, and point of view. ☐ Recognize and define first- and third-person narrations. ☐ Identify point of view (including first- and third-person narrations). ☐ Compare the points of view (including first- and third-person narrations). ☐ Contrast the points of view (including first- and third-person narrations).
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.4.4 Definition Example Restatement Sentences Context Clues Unknown Phrase Glossary Digital Footnote Mythology	RL.4.5 Rhythm Meter Alliteration Symbolism Theme Cast Verse Stage Directions Setting Story RL.4.6 Compare Contrast Point of View Perspective Narrate Narrator First Person Third Person Text Stories
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	Instruction: Student Toolbox: Assessment:

A link to our unit assessment(s)
A link to our scoring agreement(s)
A link to proctoring norms
Anchor Chart(s):

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to	I am learning how... - determine the meaning of words and phrases - describe and explain how words and phrases shape meaning	So I am able to... makes sense of what I am reading.	I can... - define simile and metaphor. - identify figurative language (e.g.simile and/or metaphor) used in a text. - describe and explain the meaning of figurative language (simile and/or metaphor) used in text. - I can explain how words and phrases shape the meaning of the text

figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
•			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	• What does the word _____ mean in this sentence? • Can you read the words or sentences around the word to help you determine its meaning? • What does the phrase _____ mean? • What strategies can you use to help you find the meaning of the word? • In this sentence, the word _____ means _____. • Why do you think the author used this word (mythology term) to describe _____?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.4.5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures	I am learning how ... texts are structured (linear, nonlinear, circular)	So I am able to... better understand what I read.	I Can... - I can define linear/nonlinear/circular text structure. - I can determine the text structure used in a poem/story/drama. - I can analyze how text structure is used in a poem/story/drama.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
•			
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
6 Days	- This selection can best be described as _____? - Can you show me a verse in this poem?		

	- Who are the major characters in the play/drama? - Can you explain the difference between a poem and a selection of prose? - Find an example of how the author uses rhythm in the poem. - Where is this drama set? - Explain the differences between a poem and a drama - Can you show me an example of a verse, rhythm, and/or meter in this poem?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.4.6 Compare/contrast the point of view of first and third person narrators and the effect they have on the reader	I am learning to... - Define 1st person and 3rd person narration in a text - Compare and Contrast point of view of 1st and 3rd narrations	So I am able to... describe how point of view affects the reader	I Can... - identify first and third narrations. - identify the point of view in a variety of stories. - compare the points of view from which different stories are narrated (1st and 3rd narrations). - contrast the points of view from which different stories are narrated (1st and 3rd narrations).
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
6 Days	- Is the selection/story written in the first or third person? How do you know? - Who is telling the story in this selection? - How is the perspective of the narrator different in the stories we read? - Are there similarities in the perspective from which these stories are being told? - How does the narrator's point of view influence the actions in the story? - What effect does the point of view have on the reader?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23		

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 4: 4th Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	21 Days, 18 Instructional Days

<u>KY STANDARDS DOCUMENT</u>	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning. (3 Days)

RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information. (5 Days)

RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic. (10 Days)

L.4.1d Order adjectives within sentences according to conventional patterns.

L.4.1e Use prepositional phrases.

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

L.4.4b. Use common affixes and roots as clues to the meaning of a word (auto, tele, bio, com)

L.4.4c Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.

Critical Areas

What must be the focus of instructional time during this unit?

Progressions

What is the students' prior knowledge? What are the next steps?

Understanding the words in a text helps me understand the meaning. Different types of texts have different purposes and structures. When I understand the structure of a text, it helps me understand the meaning. Authors in firsthand and secondhand accounts emphasize different things. There are many different texts available on any single topic.	Building on the 3rd grade knowledge of: - RI 3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. - RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. - RI 3.6: Distinguish their own point of view from that of the author of a text Moving toward the 5th grade knowledge of: - RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. - RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts. - RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Concepts: What do students need to know? What can you do when you come to words that you do not know? How can I learn and use vocabulary appropriately? How does the author present the information in this text? How does the text structure help me understand the text? Why does the structure of a text matter? How does a firsthand or secondhand account influence how an event is told?	Skills: What do students need to do? RI.4.4- ☐ Identify general academic words and phrases. ☐ Identify domain-specific words and phrases. ☐ Analyze the meaning of general academic phrases. ☐ Evaluate the meaning of domain- specific phrases. RI.4.5- ☐ Determine the overall text structure. ☐ Describe the overall text structure RI.4.6- ☐ Define vocabulary - compare, contrast, firsthand, secondhand. ☐ Describe events or main ideas. ☐ Compare accounts of the event or topic. ☐ Contrast accounts of the event or topic. ☐ Generalize the difference in focus and information.

Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document **Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RI.4.4 Prefix Suffix Greek Latin Multiple Meaning Figurative Language Dictionary Glossary	Instruction:
RI.4.5 Organization Structure Chronology Comparison Cause/Effect Problem/Solution Order Events Ideas Sequence	Student Toolbox:
RI.4.6 Accounts Experience First Hand Second Hand Focus Topic Describe Difference Information	Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?	
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms	
Anchor Chart(s):	

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP. 6. Collaborate with others to create new meaning. - LP. 7. Utilize digital resources to learn and share with others. - LP. 8. Engage in specialized, discipline-specific literacy practices. - LP. 9. Apply high level cognitive processes to think deeply and critically about text. - LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning	I am learning to... determine the meaning of academic and subject area words in a text using context clues.	So I am able to... interpret the meaning of the text.	I can... - Read the text. - Locate the unfamiliar word or phrase. - Find the helpful context that surrounds the unfamiliar word or phrase. - Use context clues to figure out the meaning of the word or phrase. - Determine the meaning of the unfamiliar word or phrase.

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
3 Days	• What tools can you use to help you find the meaning of this word? • What does the word _____ mean in this sentence? • Can you read the sentences around the word to help you determine its meaning? • What does the phrase _____ mean? • Are there any parts of the word that you know? Can you use that to help you figure out the meaning of the word? • What strategies can you use to help you find the meaning of the word? • Can you use the computer to help you find the meaning of that word?	
	Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions	

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information	I am learning to... describe the structure of a text the author uses to organize events and ideas in an informational text.	So I am able to... better understand the topic.	I Can... - Chronology: describes events in the order that they occur - problem-solution: describes the problem first and then the solution
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	- How is this organized? - Is the author comparing ideas? - What happened first? - What is the problem in this section of the book? - What are some of the causes of this ... - What happened when ...		

	What was the result of ...
Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.6 Compare/contrast a firsthand and secondhand account of the same event or topic.	I am learning to... compare and contrast firsthand and secondhand accounts of the same event.	So I am able to... better understand the event that occurred.	I Can... - firsthand account: description of an event from someone who was there to experience it - secondhand account: a description of an event based on research or told by someone else
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning. - Who is providing the information? - Were they there at the time that this happened? - Compare the account these two people are giving. What are the differences in how they tell the events? - Why do you think the information is different? - Do you think that the people are looking at the event in the same way? Why might their focus be different? - Why do you think the authors describe the events or experiences differently? Additional Practice/Reteaching Resources/MTSS Tier 2 Interventions
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 5: 4th Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	18 Days, 15 Days

<u>KY STANDARDS DOCUMENT</u>	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (5 Days)

RL.4.9 Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures. (10 Days)

L.4.2d Consult reference materials as needed to check and correct spellings.

L.4.3c Differentiate between formal and informal discourse patterns based on context.

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

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Authors can use visuals to help their reader better understand the thoughts and feelings that they want to convey. Stories in the same genre often have similar themes, but there are subtle differences as well.	Building on the 3rd grade knowledge of: - RL3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). - RL3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Moving toward the 5th grade knowledge of: - RL5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). - RL5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Concepts: What do students need to know?	Skills: What do students need to do?
How do the visual elements help describe the text? How do different cultures approach stories with similar events, themes, and topics?	RL.4.7- ☐ Identify similarities and differences between a text and a visual or oral presentation. ☐ Recall specific descriptions and directions in a text of a story or drama and its visual or oral presentation. ☐ Identify story or drama in text, visually or orally. ☐ Recognize stage directions in a story/drama both in text and visual/oral presentations. ☐ Connect specific descriptions and directions between written and oral or visual presentations of text. RL.4.9- ☐ Identify specific details describing themes, topics, or event patterns in stories, myths, and traditional literature from different cultures. ☐ Identify similarities and differences in themes, topics, or event patterns in stories, myths, and traditional literature from different cultures. ☐ Compare/Contrast themes, topics, or event patterns in stories, myths, and traditional literature from different cultures.

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What)	(Why)	(How)
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	Learning Targets using student-friendly language	Real-world application, connections to other disciplines, or building block to next steps	Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they “see” and “hear” when reading the text to what they perceive when they listen or watch	I am learning to... - make connections between the text of a story that I read and that same text when I see or hear it performed - analyze my perceptions of a text (story or drama)	So I am able to... - compare and contrast a text in different forms - determine the difference between what I perceive when I hear or see a text versus when I read it.	I can... - identify similarities and differences of a text when comparing it when read versus when experienced visually or orally. - analyze perceptions of a text (meaning, characters, setting, and events) - compare perceptions of a text when read versus when experienced through oral or visual presentation.
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
•			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	- How are the story and the visual presentation (picture, drawing, video) the same? - How are the story and the oral presentation (speech, recording) the same? - How does the drawing/visual show what the author is saying?		

	- Does the presentation accurately reflect the story? - What part of the story or drama is represented by the presentation?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions
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PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
RL.4.9 Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	I am learning to... - compare and contrast themes and topics in stories, myths, and traditional literature from different cultures. - compare and contrast patterns of events in stories, myths, and traditional literature from different cultures.	So I am able to... - make sense of what I am reading. - connect what I am reading to what I know about other cultures	I Can... - compare and contrast stories, myths and traditional literature by discussing the similarities and differences in their theme and topic - compare and contrast stories, myths and traditional literature by discussing the similarities and differences in the patterns of events.	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)			

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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
9 Days	• What is this story about? • What is the theme of this text? • How is this theme similar to other stories we have read? • Can you see any patterns in the events in this story and other stories we have read? • How do the events of this text differ from other stories we have read? • How is a myth different from a story? • How is this version of the story different from the version from (country or culture)	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

Day 16	Day 17	Day 18		
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Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary

Term:	Definition:	Additional Information:

ELA UNIT PLAN # 6: 4th Grade			
Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	29 Days, 26 Instructional Days

KY STANDARDS DOCUMENT	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW	
Standards What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)	
RI.4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears. (8 Days)	
RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text. (10 Days)	
RI.4.9 Integrate information from two or more texts on the same theme or topic. (8 Days)	
L.4.1g Use frequently confused words, such as to, too, two; there, their, they're.	
L.4.3a Choose words and phrases to convey ideas precisely.	
L.4.3b Choose punctuation for effect.	
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 synonyms and antonyms.	

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
Nonfiction is written for different purposes. Author's provide reasons and evidence to support their claims and convince their readers. There are many different texts available on any single topic. I can combine what I learn in different texts to help me better understand a topic.	Building on the 3rd grade knowledge of: - RI.3.7: Use Information Gained From Illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). - RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). - RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. Moving toward the 5th grade knowledge of: - RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. - RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). - RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Concepts: What do students need to know? How do audio and video representations express the ideas of the text? What is the author trying to communicate and how does he or she use reasons and evidence to support a claim? Why is it important to read more than one text on a topic or subject? How are texts that I read on a topic the same and different? How can I present information from two different texts to show that	Skills: What do students need to do? RI.4.7- ☐ Define interpret. ☐ Recognize non fiction text features. ☐ Read graphs, charts, diagram, timelines, etc. ☐ Recognize interactive Web elements. ☐ Analyze information from charts, diagrams, graphs, timelines, animations, and interactive elements. ☐ Analyze information visually, orally, and quantitatively. ☐ Evaluate how information presented visually, orally, and quantitatively aids in understanding. RI.4.8- ☐ Recognize the differences between fact and opinion. ☐ Define evidence and reason. ☐ Identify the author's reasons and evidence.

I understand them?	3 ☐ Evaluate how to use reasons to support points. ☐ Evaluate how to use evidence to support points. RI.4.9- ☐ Identify information within texts on the same topic. ☐ Integrate information from two texts on the same topic.		
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?		
RI.4.7 Interpret Information Graphs Charts Legends Diagrams Timelines Animation Analyze Contribute	RI.4.8 Reasons Evidence Support Author Proof Explanation Point	RI.4.9 Integrate Combine Topic Details Subject	Instruction: Student Toolbox: Assessment:
Common Unit Assessment(s) & Scoring Agreement(s)			
How will we know if our students have mastered the unit standards? A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms			

Anchor Chart(s):**Interdisciplinary Literacy Practices**

- LP. 1. Recognize that text is anything that communicates a message.
- LP. 2. Employ, develop, and refine schema to understand and create text.
- LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational.
- LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world.
- LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.
- LP. 6. Collaborate with others to create new meaning.
- LP. 7. Utilize digital resources to learn and share with others.
- LP. 8. Engage in specialized, discipline-specific literacy practices.
- LP. 9. Apply high level cognitive processes to think deeply and critically about text.
- LP. 10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.4.7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	I am learning to... interpret how information that is presented visually contributes to a text.	So I am able to... gain understanding of an informational text.	I can... - interpret information found in diagrams, time lines, charts, and graphs - connect the information from the visual to the text - compare and contrast text and visual information	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			

8 Days	• What does this chart mean? • Can you tell if this is increasing or decreasing? • When did this event happen on the timeline? • How does the diagram help us understand what the topic is? • What does the animation mean? Can you explain what the animation is showing? • What helped you understand this chart? • Is there a legend that can help you figure out what this means?
Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	
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PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text	I am learning to... • explain how an author uses reasons and evidence to support a point in a text.	So I am able to... • better understand the topic of the text.	I Can... • point: the idea or what the author thinks • reasons: tell why they think their idea is true • evidence: facts and examples that explain more

	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
•		•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
6 Days	• Identify at least two points the author is trying to make in this text. • Did the author use any evidence to support his thinking? • Where on the page does the author use facts to support what he has written? • Why did the author write that? • Did the author give any reason for writing that? • Can you tell me why the author might have written about that? • Is there any proof in this text to support what the author says?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.4.9 Integrate information from two or more texts on the same theme or topic	I am learning to... use information from two texts to become knowledgeable about a topic.	So I am able to... inform others about a topic.	I Can... - read both texts - find main ideas and key details that answers questions about the topic - combine information in an organized way - write or speak about the topic
			Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
			•
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	- What did you learn from this piece of text about <topic>? - Were there details in this piece that you found in the other text? - How are you deciding what details are important enough that you need to include them when you are writing? - Did the author of this text write something that you need to include that the other author didn't? - How are you keeping track of the information so that you can put it together when you are writing or talking? - Does that sound like you know what you are talking about?		
	Additional Practice/Reteaching Resources		

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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.					
Day 1	Day 2	Day 3	Day 4	Day 5	
Day 6	Day 7	Day 8	Day 9	Day 10	
Day 11	Day 12	Day 13	Day 14	Day 15	
Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27	Day 28	Day 29		

Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information: