## Common Core Standards:


### CCSS Unpacked

<table>
<thead>
<tr>
<th>Know (Level 2)</th>
<th>Understand (Level 2 &amp; 3)</th>
<th>Be able to do (Level 3 &amp; 4)</th>
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</table>

#### Vocabulary & Terms:
- Details
- Drama
- Complexity
- Proficient
- Informational Text
- Literature
- Fluency
- Comprehension
- Accuracy
- Collaborative
- Contribute
- Effectively
- Discussion
- Precise

#### Speaking & Listening:
- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.

#### Foundational Skills:
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Reading Literature & Informational Text:
- Find details and examples, identify important parts of a text, know how to infer and draw conclusions, explain and summarize the text.
- Identify genres, text features, and the importance of reading all parts of the text.

#### Speaking & Listening:
- 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.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### Foundational Skills:
- Read with sufficient accuracy and fluency to support comprehension with expression.

#### Reading Literature & Informational Text:
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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- Read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently.

### Assessments

- Informal Assessments: anecdotal notes/checklists, reading log.
- F&P Reading Running Records.

- Informal Assessments: partner reflection, anecdotal notes/checklists, reading log.
- F&P Reading Running Records.
- End-of-Unit Comprehension Assessment (Reading Life Assessment).
- Reading Life Folder (Response).

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**ELA/Literacy Unit Plan**
## Unit Title: Building a Reading Life  
### Course: Grade 4 ELA  
### Time: 3 weeks

<table>
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<tr>
<th>Unit Goal:</th>
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<tr>
<td>I contribute to the discussion by clarifying, posing, and responding to specific questions and information. I will express and explain key ideas, details, and examples by referring to my understanding in a discussion and in written response. I can read with accuracy, fluency, and expression to comprehend text. I can read and comprehend literature (stories, dramas, and poetry) and informational text (history/social studies, science, and technical texts) on or above grade level.</td>
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</tbody>
</table>
| 4 | I contribute to the discussion by clarifying, posing, and responding to specific questions and information. I will express and explain key ideas, details, and examples by referring to my understanding in a discussion and in written response. I can read with accuracy, fluency, and expression to comprehend text. I can read and comprehend literature (stories, dramas, and poetry) and informational text (history/social studies, science, and technical texts) on or above grade level.  

In everyday situations, I can lead and participate in a discussion based on any genre of text and/or critical information. When reading on or above my grade level, I adapt my reading strategies to comprehend and draw conclusions while reading fluently with expression. |  
| 3 | I come prepared and will follow agreed upon rules for discussion. Read grade-level text with purpose and understanding using context to confirm, self-correct, and reread. Identify details, text features, and important parts of a text to infer and summarize. Identify genres of various texts.  

With help, I can come prepared and follow agreed upon rules for discussion. Read grade-level text |  
| 2 |  
| 1 |
with purpose and understanding using context to confirm, self-correct, and reread. Identify details, text features, and important parts of a text to infer and summarize. Identify genres of various texts.
Unit Title: Building a Reading Life  
Course: Grade 4 ELA  
Time: 3 weeks

<table>
<thead>
<tr>
<th>Writing applications</th>
<th>Reading for information &amp; literary analysis</th>
<th>Speaking</th>
<th>Listening</th>
<th>Language</th>
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</thead>
<tbody>
<tr>
<td>1. Explanatory/informative</td>
<td>Main idea</td>
<td>Lead &amp; participate in discussion</td>
<td>Summarize/paraphrase</td>
<td>(interwoven throughout)</td>
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<td>2. Persuasive/argumentative</td>
<td>Supportive details</td>
<td>Read/interpret text</td>
<td>what was heard, read, viewed</td>
<td>Grammar and usage</td>
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<tr>
<td>3. Research</td>
<td>Sequential order relationships</td>
<td>Create/present speeches</td>
<td>Listen and respond to questions and comments</td>
<td>Conventions</td>
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<td>4. Functional (letters, directions, maps)</td>
<td>Cause/effect problem-solution/generalizations/conclusions</td>
<td>Debate</td>
<td>Restate and carry out oral instructions</td>
<td>How language functions in different contexts</td>
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<tr>
<td>5. Summary:</td>
<td>Interpret instructions</td>
<td>Interact with partners/groups</td>
<td>ID and manage barriers to</td>
<td>Meaning of unknown words and phrases</td>
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<tr>
<td>Describe</td>
<td>Understand/use words, phrases, symbols</td>
<td>Reciprocal teaching</td>
<td>listening</td>
<td>Word relationships and nuances in</td>
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<tr>
<td>Compare</td>
<td>Understand/use maps, charts, and graphs</td>
<td>Ask relevant questions</td>
<td></td>
<td>meaning</td>
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<tr>
<td>Associate</td>
<td>Author’s purpose/techniques</td>
<td>Use media and other visual resources</td>
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<td>Academic and domain-specific vocabulary</td>
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<tr>
<td>Analyze Apply</td>
<td>Literary analysis</td>
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<tr>
<td>Argue</td>
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<td>Define</td>
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<tr>
<td>Solve</td>
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Instruction

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<tr>
<th>Short texts (3-5, Literature &amp; Informational)</th>
<th>Extended Text (Literature or Informational)</th>
<th>Routine Writing (list types)</th>
<th>&gt; response journals</th>
<th>&gt; reading logs</th>
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<tbody>
<tr>
<td>&gt; Harriet the Spy</td>
<td>&gt; Narrative Writing (to convey experience)</td>
<td>&gt; Prompts</td>
<td>&gt; Research (integrate knowledge)</td>
<td>&gt; Reading Life using reading log and compiling the entire unit of knowledge.</td>
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Strategies Addressing Content (how will you help students):

**DQ2**

Process: Students engage in interactions with other students, students ask and answer questions of other students (turn and talk)

Elaborate – Students draw conclusions that were not explicitly taught, students ask and answer questions that require inference skills

Record - record and represent their understanding of critical content in linguistic and non-linguistic (pictures) ways

Reflect - examine level of understanding and identify areas where they are clear and/or confused

**DQ3**

ID Similarities and differences - Students describe how elements are similar and different and what new information they have learned as a result of their comparison.

Examine Errors – students can look at what they have learned and find their errors in their reasoning

**DQ4**

Generate hypotheses – problem solving, decision making, investigating, inquiring (make a guess, act, draw conclusions, compare to original thinking/guess)

**Content:** How will you vary what students will learn and the materials that represent the content?

- Students reading based on their independent reading level using Reading Running Records and other strategies (just right books, AR and SRI Levels).

**Process:** How will you vary activities through which students make sense of key ideas using essential skills?

- Conferences and small group instruction

**Product:** How will you vary the way students demonstrate and extend what they understand and can do as a result of a span of learning?

- Culminating Reading Life Assessment Poster Project

**Learning Environment:** How will you vary the classroom conditions that set the climate, expectations for learning, and physical conditions?
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