

Unit 1

Story Elements, Plot Sequence, Problem/Solution, Compare & Contrast, Context Clues, Main Ideas/Text Evidence

Essential Standards Addressed in this Unit

CCSS/ELP/Other State Standard

1. **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.
2. **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.
3. **RI.4.2-** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4. **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.
5. **RI.4.9-** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
6. **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.
7. **W.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
8. **W.9-** Draw evidence from literary or informational texts to support analysis, reflection, and research.
9. **W.10-** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Skills Addressed in this Unit

- Week 1: **Story Elements, Plot Sequence**, Synonyms (RL) *revisited in Unit 5, week 4 & 5
- Week 2: **Story Elements, Problem/Solution**, Idioms (RL) *revisited in Unit 5, week 1 & 3
- Week 3: **Compare & Contrast, Context Clues-** multi-meaning words (RI)
- Week 4: **Cause & Effect, Context Clues:** Definitions & Restatements (RI) *revisited in Unit 4, week 1 and 4; Unit 5, week 2
- Week 5: **Main Ideas/Text Evidence**, Suffixes (RI) *revisited Unit 2, weeks 3 and 4

All Weeks Writing: Informational

Learning Targets

Week 1	I can sequence events in a story.
Week 2	I can identify a problem and solution in a text. I can identify the meaning of an idiom.

Week 3	I can use context clues to understand the meaning of a word.
Week 4	I can identify the cause and effect in a text. I can use context clues to understand the meaning of a word.
Week 5	I can identify the main idea and key details in a text. I can interpret a word using suffixes.
Unit Assessment	I can apply the concepts I've learned in reading to generate responses on an assessment.

Learning Target Progressions
See Unit lesson plans below

<u>Key Vocabulary</u>				
<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>
Antonym Sequence Synonym	Idioms	Compare/Contrast Context Clues Multiple Meaning Words	Cause/Effect Context Clues Restated	Key Details Main Idea Suffixes Summary

<u>Common Assessments</u> Formative and Summative
https://drive.google.com/drive/folders/1sITQsV-yTVkUSEdObk60OekrfhV2fOaI

<u>Intervention/Enrichment Plan</u>	
Below Grade Level Interventions	Above Grade Level Enrichments
<ul style="list-style-type: none"> • Leveled Readers 	<ul style="list-style-type: none"> • Leveled Readers

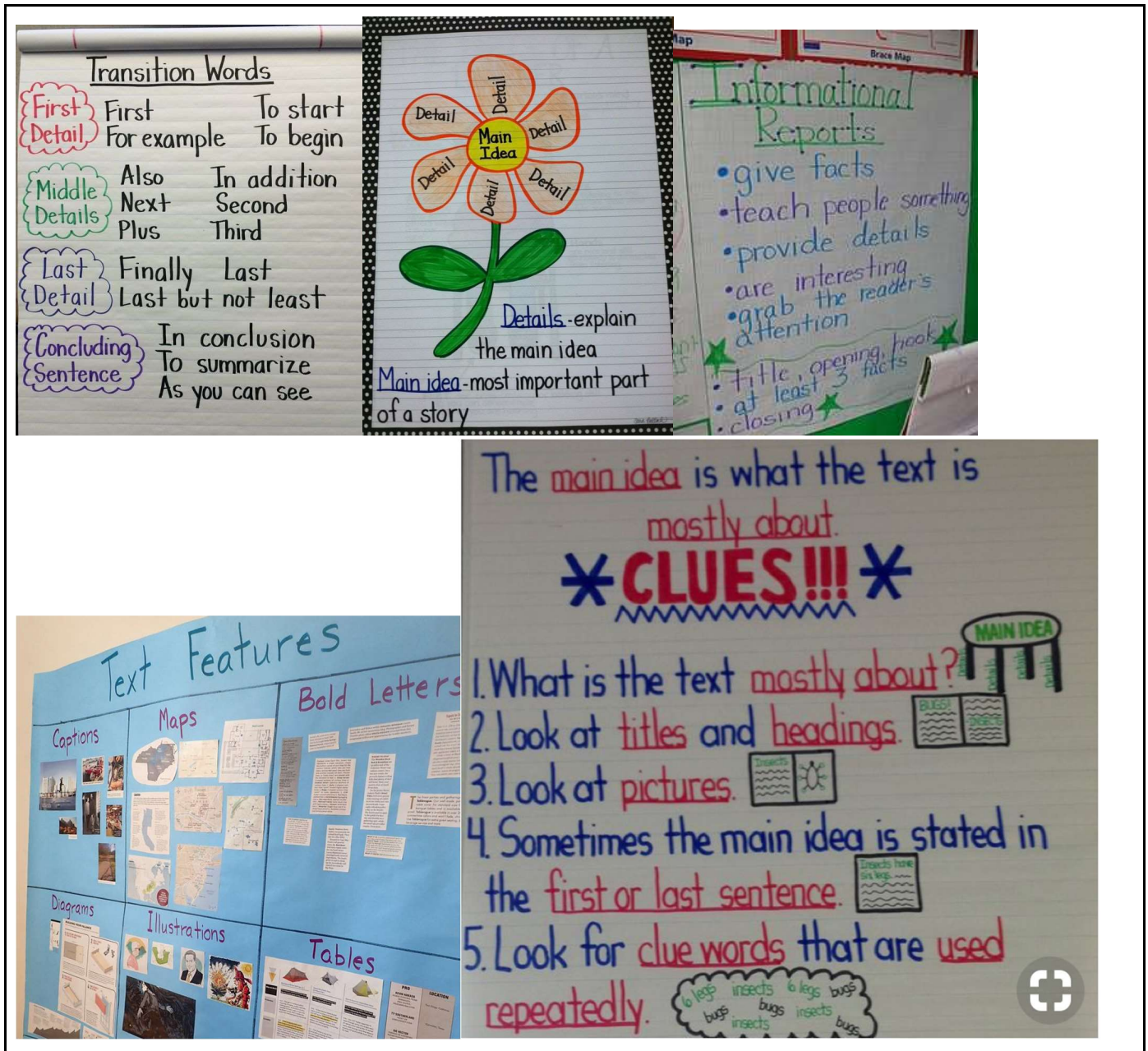
<ul style="list-style-type: none">● Approaching level workbook (pages correlate with Your Turn Workbook)● Comprehension Intervention Workbook - Tier 2<ul style="list-style-type: none">○ For all weeks, even # pages are teacher resource and odd are student practice pages<ul style="list-style-type: none">■ Wk 1 - pgs. Make, confirm, and revise predictions (182-187), Draw conclusions (218-223)■ Wk 2 - pgs. Problem/solution (92-97), dictionary & thesaurus (356-357), Description (170-175), Realistic fiction (322-323)■ Wk 3 - pgs. Compare & contrast (86-91), Sensory language (272-273), Dialogue (274-275)■ Wk 4 - pgs. Cause & effect (152-157), Imagery (256-257)■ Wk 5 - pgs. Using multiple sources (370-371), Main idea and key details (110-111)	<ul style="list-style-type: none">● Chapter Books (Wonders Books: MC Higgins, Accidental Heroes, Volcanoes, and Happy Birthday Martin Luther King)
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Resources

- Core Resources
 - [WONDERS ONLINE RESOURCES](#)
- Reading Resources
 - W1- [U1W1 Resources](#)
 - W2- [U1W2 Resources](#)
 - W3- [U1W3 Resources](#)
 - W4- [U1W4 Resources](#)
 - W5- [U1W5 Resources](#)
- Writing Resources
 - Step Up to Writing
 - [Wonders PT Performance Tasks](#)
- Additional Resources

- [Unit 1 Trifolds](#)
- [Informational Writing-episode 1](#)
- [Informational Writing-episode 2](#)
- [Informational Writing-episode 3](#)
- [Informational Writing-episode 4](#)
- [Informational Writing-episode 5](#)
- [Informational Writing-episode 6](#)

Anchor Charts



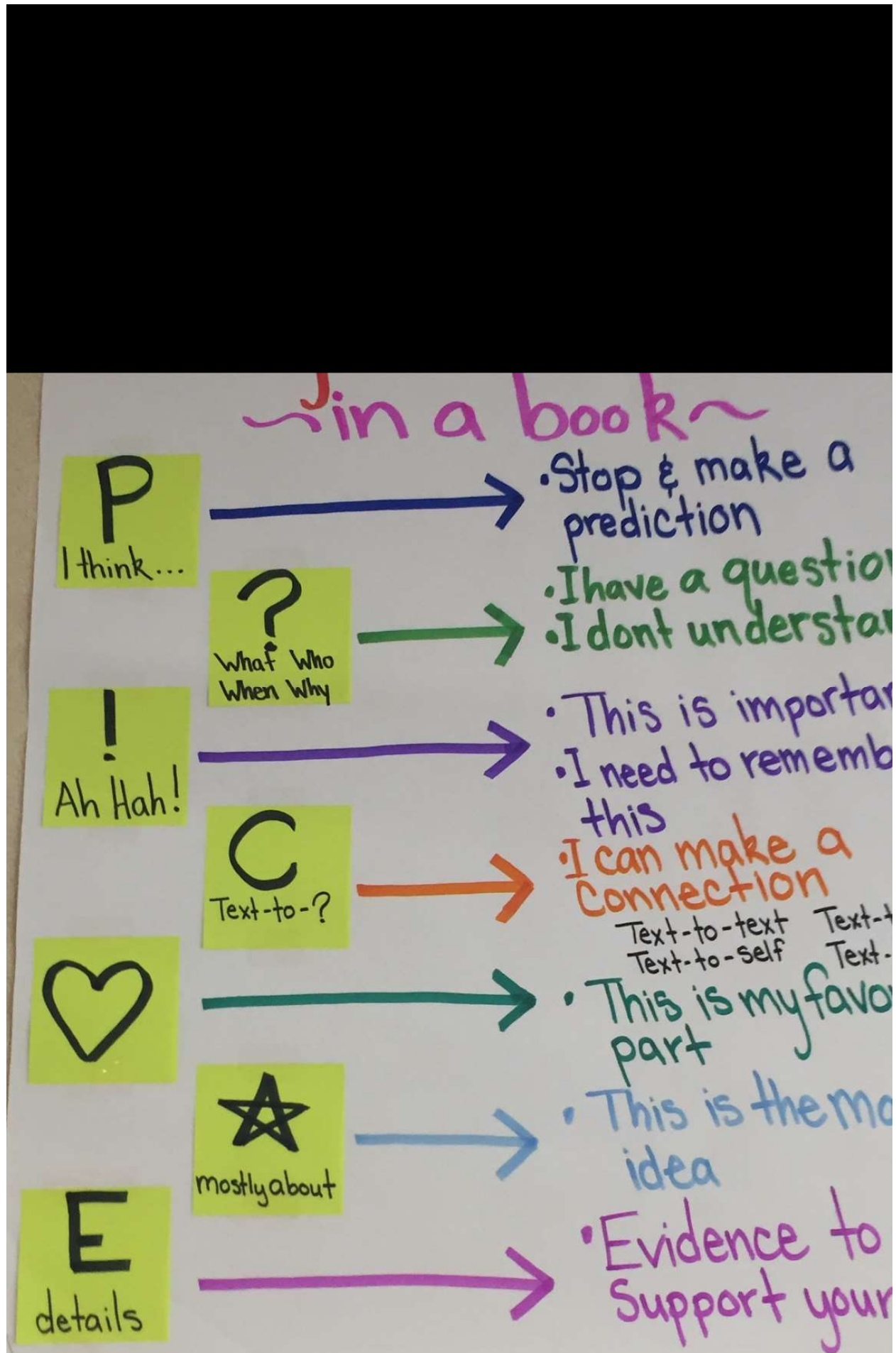
More SMART START anchor charts below---keep scrolling to find them !!

Reflection Notes

Lesson by lesson notes about what worked, and what needed adjustment

EVE: Unit 1, Week 3 Question 2B (Context Clues)...since they aren't reading the text, they did poorly on this question that required them to cite their text evidence---which they hadn't read
 Unit 1, Week 4 Context clue questions are too hard!! (sprocket/modern)

Smart Start Anchor Charts



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Talking To The Text

on paper ~

#number the paragraphs!

highlight Facts & important details!

make Connections make a note of it!

Underline & Ask Q's Write your questions in the margins

find & Circle the main idea

make Comments & notes Write in the margins

GRADE 4 BENCHMARK 1

Read the passage. Then answer the questions.

Gullah Traditions

All Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves. Some of them ended up on the Sea Islands off the coast of South Carolina. The warm climate of the Sea Islands made them a perfect place to grow rice. Some Africans came from Sierra Leone in West Africa. Sierra Leone is a rice-growing region. These people brought with them the knowledge necessary to cultivate rice and the University of Akron used a similar soil for the Sea Islands. They are known as the Gullah people. They live in small communities that are separated from the mainland. They carry on many African traditions.

South Carolina Sea Islands

1 I visited Africa once.

2 How do they know what the Gullah language sounds like?

3 The Gullah Language

One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries. They also changed certain rules of grammar.

Over the years, outsiders have moved to the Sea Islands. Many local people have also moved away, looking for work. Language experts keep predicting...

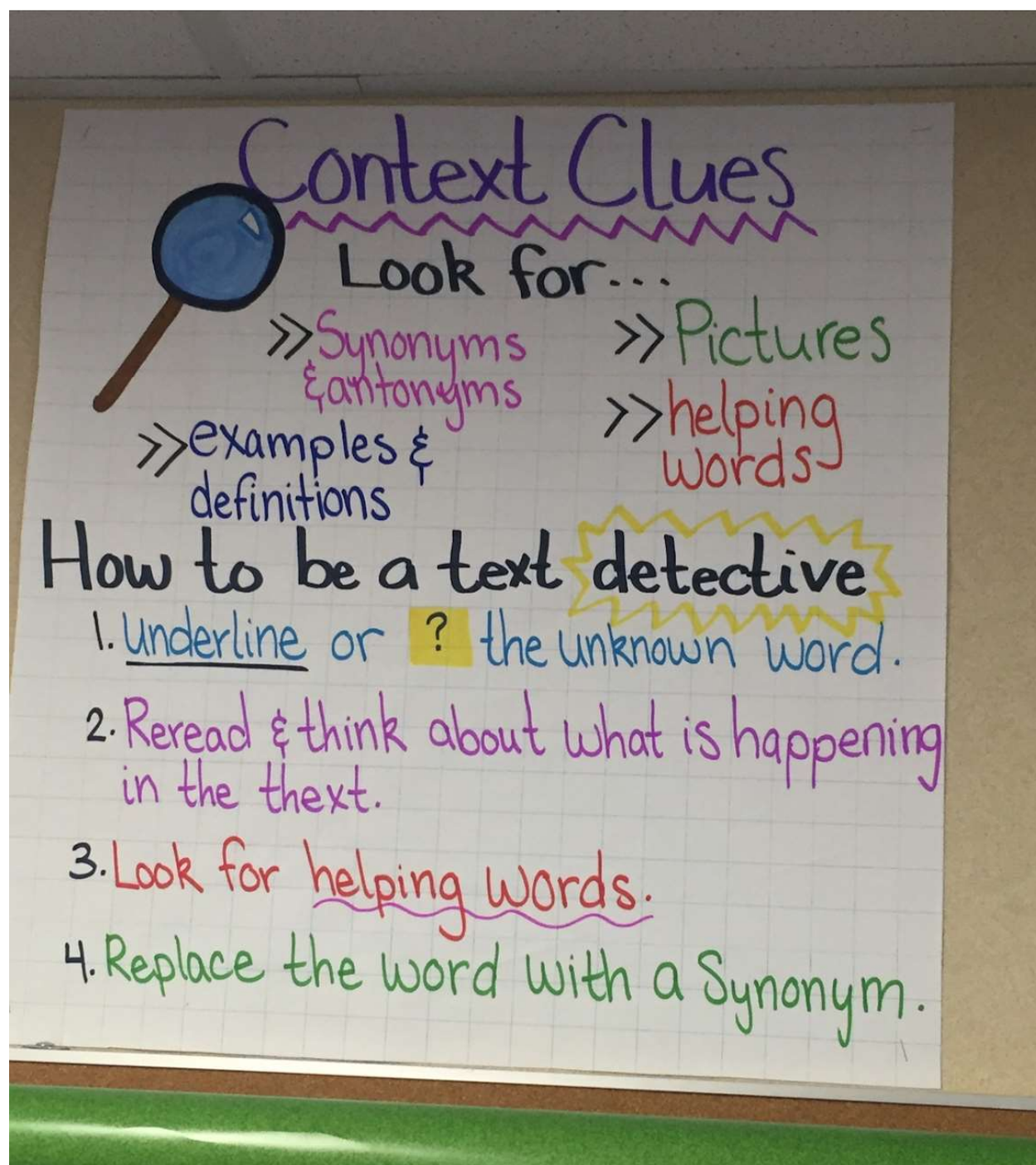
so on -> This could have given me more info. I'll need to keep going.

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Finding the Main Idea

Why? It helps us understand what we read.

In Fiction

- What is the story mostly about?
- What do I notice over and over?

In Non Fiction

- What does the author want me to know about the topic?
- more than 1 word
- first or last sentence can give you a clue

More than 1 word

lines

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Theme

The moral, message, or lesson the author wants you to learn from the story.

The  of the story

Usually unsaid by the author, but we can infer it from the text.

Questions to ask yourself:

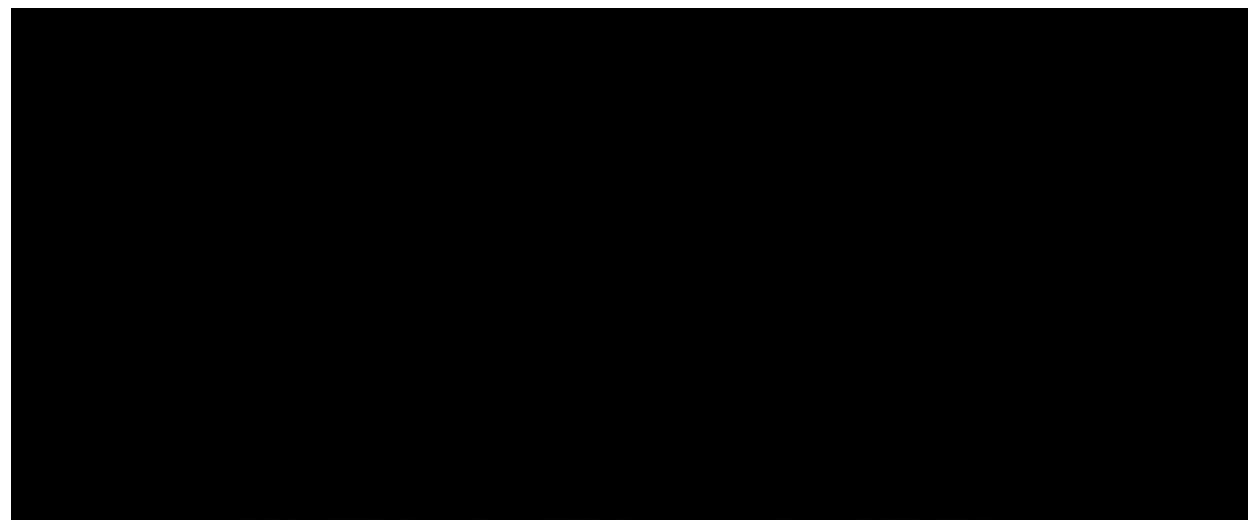
What did the character learn?

How did the characters grow or change?

What message is the author trying to send?

Common Themes

courage	honesty
love	equality
forgiveness	hope
family	friendship
hard work	kindness
acceptance	respect
being yourself	compassion



THEME vs. Main Idea

The THEME of a story IS the moral, message, or lesson of a story. ♥

The MAIN IDEA of a story tells what it is mostly about. (One sentence Summary)

- * Jealousy
- * Bravery
- * Hard work pays off
- * It's okay to be different
- * Friendship
- * Overcome Obstacles

- * Amanda always wanted the same things May had.
- * Even though Tim was afraid of heights, he still went to the top of the ropes course.
- * Kayla spent hours on her project and got an A+.
- * Jack and Jill were total opposites, but they were both excellent kids.
- * No matter what happened, Rachel and Jesse were always there for each other.
- * Jake was wheelchair-bound, but he made the team!



Figurative Language:

when you describe something by making a comparison to another thing

SIMILE = uses the words like or as to compare two things



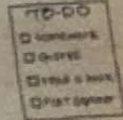
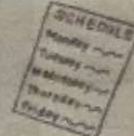
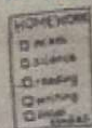
Her heart was as cold as ice.

METAPHOR = compares two things by saying one is the other



She is a walking encyclopedia.

HYPERBOLE = an exaggeration



I have a million things to do!

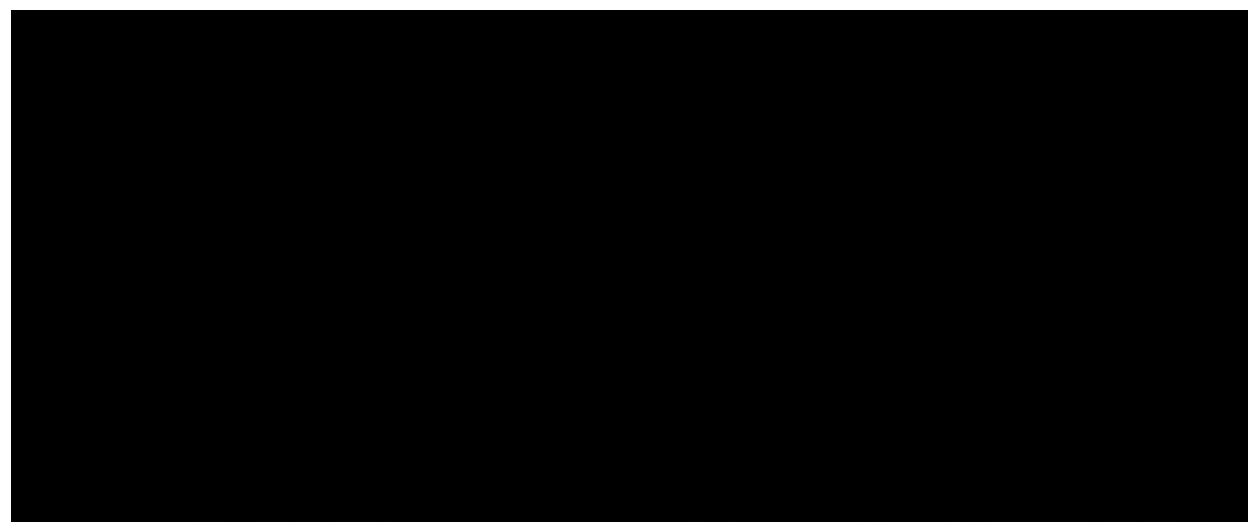
ONOMATOPOEIA = a sound word



PERSONIFICATION =

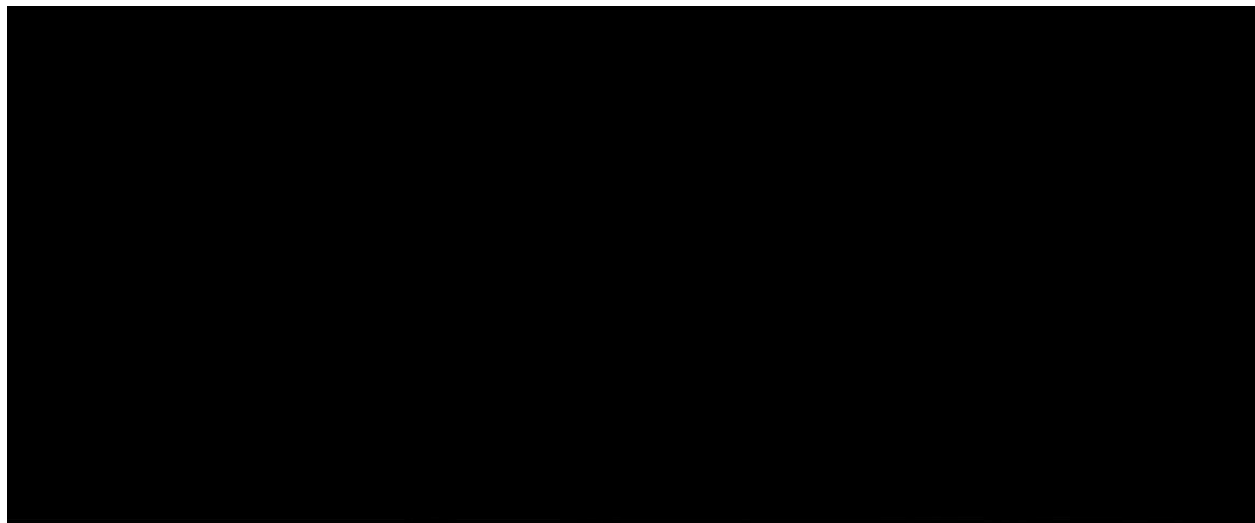
giving human qualities to






12 Power Words:

<p><u>Analyze:</u> Break it down into parts. <u>Tell about the parts.</u></p>	<p><u>Evaluate:</u> Tell the good <u>and</u> the bad. <u>Judge it.</u></p>	<p><u>Describe:</u> Tell me about it. <u>Give details about it.</u> Paint a picture with words.</p>
<p><u>Infer:</u> Read <u>between the lines</u>. What is the <u>hidden meaning?</u></p>	<p><u>Support:</u> Back up the information. <u>Prove. Provide evidence.</u></p>	<p><u>Explain:</u> Teach me or show me. <u>Tell me the steps.</u></p>
<p><u>Summarize:</u> Tell the <u>main idea</u>. Tell the <u>beginning, middle, and the end.</u></p>	<p><u>Compare:</u> Tell <u>all</u> the <u>ways</u> they are the <u>same.</u></p>	<p><u>Formulate:</u> Create. <u>Put together.</u></p>
<p><u>Predict:</u> hypothesize. Make an <u>educated guess.</u></p>	<p><u>Trace:</u> <u>Outline.</u> Explain the development. Follow (or explain)</p>	<p><u>Contrast:</u> Tell <u>all</u> the <u>ways</u> they are different.</p>



Brains



Who is telling the story?

	1 ST person	2 ND person	3 RD person
Point of View	Told by a character in the story.	Narrator will address the reader.	Told by a narrator <u>NOT</u> in the story.
	Keywords... You, Your, Yours	Keywords... You, Your, Yours	Keywords... He, she, them, ... of people

Main Idea
- what the story is mostly about

Key detail

Key detail

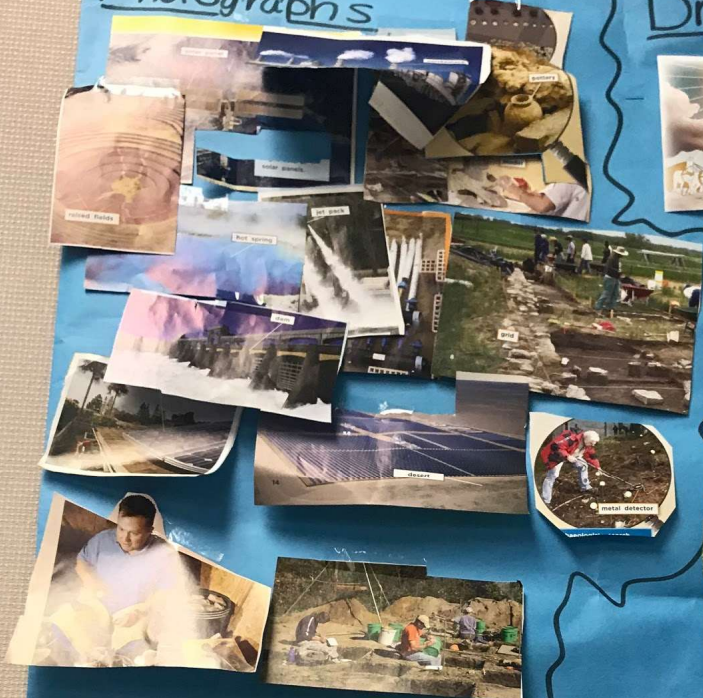
Key detail

Main Idea

1. Ask yourself:
"What did I just read about?"
2. Look @ the title
3. Look @ the pictures
4. Look @ words that are repeated
5. Reread the 1st & last sentences!!

Text Features

Photographs



Drawing



Sidebars

SQUARE AT A TIME

In 1933, archaeologists began using the site of an Olmec site in American village in North America. These are the steps they used during the excavation.

1. Lay a grid of squares over the site. Number each square. Draw a copy of the grid. Archaeologists use the grid like a map. They identify parts of the grid by using the number of the square.
2. Sit the top layer of dirt from each square. Check for artifacts.
3. Scrape the lower layers of dirt with trowels to uncover artifacts.
4. Photograph the artifacts. Draw a plan that shows where the artifacts were found. Record locations, such as storage pits or burial places, on the grid map.
5. When the excavation is finished, put the dirt back.

PRESERVED IN ICE

Artifacts decay more slowly in deserts, swamps, and cold places. Amazing discoveries have been made up on mountains where temperatures are below freezing.

In 1991, a hiker discovered the remains of a man in the mountains of Italy. The cold climate had preserved his clothing, his tools, and his body. The remains were more than 5,000 years old!

Captions

Many hot springs are in volcanic areas. They release hot water from the ground.

Archaeologists use artifacts, such as pottery, to learn about the people from the past.

Archaeologists use a grid of squares to identify artifacts found at an excavation site.

The Solar Challenger panels on its wings.

This solar power plant in the Mojave Desert in California can provide electricity for thousands of people.

Burning fossil fuels such as coal pollutes the air.

Water jet packs use the power of water to move.

Archaeologists created a model of the "ice man" called Otzi.

Archaeologists dig up a site to learn about life in the past.

Title

Helios and Phaeton

Uncovering the PAST

Introduction

Heading

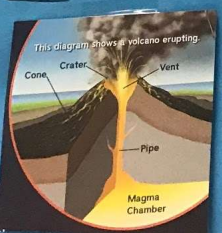
Searching for Sites

Fast and Powerful

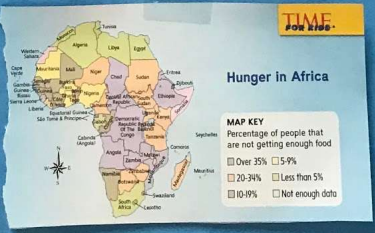
Fast natural processes, like slow processes, change the surface of Earth. But fast processes are much more powerful. They are often called natural disasters because of the destruction they cause. Volcanic eruptions and landslides are just two examples.

Volcanoes form around openings in Earth's crust. When pressure builds under Earth's surface, hot melted rock called magma is forced upwards. It flows up through the volcano and out through the opening. Eruptions can occur without warning. They have the potential to cause a crisis in a community.

Diagram



Map



Graphs



