**Grade 4 Integrated ENL/ELA**

**My Perspectives Unit 1 Title: Networks**

**IB Transdisciplinary Theme Alignment: Where We Are In Place and Time**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Autobiography  Reaching for the Moon  Use text evidence to help explain the author’s purpose in narrative nonfiction. | How can visiting new places expand our understanding of our place in the world? | **Thinker**  ([T18–T19](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/41)): Have students use the Map: Discover Extraordinary Iceland on Student Interactive ([pp. 14-15](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69)) to generate questions about why Iceland is a good place to train astronauts and then choose one to investigate. Throughout Week 1, investigate their questions. (See Extension Activities on ([pp. 38-42](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f357d3fd-2856-3272-b2b8-97d755a6408a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0)) in the Resource Download Center) | **Tier 1:**  cry, sad, pretty  **Tier 2:**  purpose, nonfiction, narrative, subject, predicate  **Tier 3:**  determination, independence, specialized, struggled, confidence |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  **R:** 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.  **W:** 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards | **L**: Active Listening for Elements of Narrative Nonfiction [(TE p. T20)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/42) ([TE p. T23](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/45))  **S**: Discussion ([TE p. T56](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/78)) and Comprehension Check ([TE p. T48](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/70))  **R**: Explain author’s purpose ([TE p. T54](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/76)) and use text evidence ([TE p. T62](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/84))  **W**: Prepare to Write: Introduce and Immersion  GUIDE PRACTICE Have students familiar with one of your selected texts retell important events from the personal narrative. Model how to identify the narrator, the setting, and important events.  ON THEIR OWN Use the Story Comparison Routine and Graphic Organizer on pp. 76-77 to help students identify literary elements of  the personal narratives. ([TE p. T338-354](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/36)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Use supports such as sentence frames to identify when and where each event happened. I know when \_\_\_\_\_ happened  because \_\_\_\_\_. I know where \_\_\_\_\_happened because \_\_\_\_\_.  \*Show comprehension of text by filling in KWLH Graphic Organizer on p. 79. Space travel is \_\_\_\_\_. I would like to learn \_\_\_\_\_. \*Use Classroom Academic Talk Sentence Frames on p. 176. \*Write using newly acquired vocabulary using Word Wall & Use the Word Knowledge Strategy on p. 109 to  help students learn what to do with unfamiliar words.  \*Learn how identify the suffix. Use the Verb Endings activity on p. 150 to help students identify and understand suffixes added to verbs. | **Text**:  Reaching for the Moon ([Student Interactive p. 19-33](https://reader.savvasrealize.com/book/5TO2GQRUBCM/view/single/page/7))  Leveled Readers ([TE p. T8-T9](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/30))  **Videos**: [Author’s Purpose Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3271abbe-0db2-392e-9f26-04dc27f9534d/35/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F0)  **Organizers**:  Setting and Events Graphic Organizer ([Student Interactive p. 36](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69))  TE: (Language Awareness [Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68))  Timeline PDF pp. (98-99)  KWLH PDF pp. (87-88) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Biography  Rare Treasure: Mary Anning and Her Remarkable Discoveries  Understand biography by analyzing main ideas and details and generating questions. | In what ways can a place enrich our lives? | **Knowledgeable**  Ask and Answer Questions: Active readers ask and answer questions to analyze the main idea and details. Have students use Infographic: Where We Live on Student Interactive ([pp. 14-15](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69)) to generate questions  - What do you like about our region?  - What parts of your daily environment are most interesting to you?  - Where, besides school, do you meet other members of your community? | **Tier 1:**  stone, able, pay  **Tier 2:**  biography, analyze, generate, elements, compound  **Tier 3:**  poverty, pursed, treacherous, remarkable, assembled |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.  **S:** 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.  **W:** 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | **L:** Listening Comprehension: “Defying Gravity.” elements of biography, the main idea and supporting details [(TE p. 82-83)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/104) ([TE p.T85](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/107))  **S:** Discussion on Figurative Language ([TE p. T116](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/138)) and Comprehension Check  ([TE p. T108](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/130))  **R:** Analyze the main idea and the key details ([TE p. 114](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/136)) and generate questions ([TE p. 122](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/144))  **W**: Develop Elements: Portray People  GUIDE PRACTICE Elicit descriptions of the main character’s appearance,  thoughts, feelings, and relationship with other characters in one narrative  from the stacks. Write brief descriptions on the board.  ON THEIR OWN Have student pairs describe to each other a person  they know using some of the phrases or sentences on the board. ([TE p. T362-378](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/386)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Use supports such as sentence frames. The text is about \_\_\_\_\_\_. George designed a new \_\_\_\_\_\_. The \_\_\_\_\_\_ had more  bounce. He was able to \_\_\_\_\_\_. \*Show comprehension of text by using the Main Idea and Details Routine and  Graphic Organizer on pp. 80-81 \* Retell or Summarize Routine and Graphic  Organizer on pp. 93-94 to help students talk about main ideas in Rare  Treasure. \* Look for words or phrases in the text that describe  one of the settings to use Classroom Academic Talk  Sentence Frames on p. 176  \* Use the Suffixes activity on p. 160 to help students  identify and understand suffixes.  \*Use the Combining Sentences activity on p. 145 to help students work with simple and compound sentences. | **Text**:  [Rare Treasure: Mary Anning and Her Remarkable Discoveries](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69)  Leveled Readers ([TE p. T90-T91](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/112))  **Videos**: [Analyze Main Idea and Details](https://www.savvasrealize.com/content/viewer/standalone/loader/view/feaa35fe-a5b4-3627-ac18-07bc2951d598/25?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)    **Organizers**:  Setting and Events Graphic Organizer ([Student Interactive p. 36](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69))  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Main Idea & Details PDF pp. (90-91)  Retell or Summarize Routine and Graphic  Organizer on PDF pp. (103-104) |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Magazine Article  “Twins in Space”  Make connections across texts by analyzing text structure and evaluating details. | What can living in outer space teach us about the human body? | **Balance**  Direct students’ attention to pp. 84–85. Have students read the text, view the images, and discuss how a place, including outer space, affects how humans live. Then have students view the video and share how it relates to the other media. ([TE p. 140](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/162)) | **Tier 1:**  envelope, cooperate participate  **Tier 2:**  analyze, structure, evaluate, develop, complete  **Tier 3:**  identical, radiation, comparison, DNA, chromosomes, duplicate |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  **S:** 4SL1c: 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  **R:** 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)  **W:** 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | **L:**Listen for elements of a magazine article ([TE p. 142](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/164)) ([TE p. T145](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/167))  **S:** Discussion ([TE p. T174](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/196)) and Comprehension Check ([TE p. T166](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/188))  **R:** Analyze text structure ([TE p. 172](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/194)) and evaluate details ([TE p. 180](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/202))  **W**: Develop Structure:  GUIDE PRACTICE Display a personal narrative. Write the following on the board: introduction, sequence, event, dialogue, and conclusion. Have volunteers name examples for each category. Review transition words and phrases that signal a sequence of events.  ON THEIR OWN Use Transitional Words and Phrases on p. 204 to  help students connect ideas and events in their narratives. ([TE p. T386-402](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/410)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Use supports such as asking question: Who, What, When, Where, Why, and How. Use a T-chart or a timeline to help students list other elements in the article, such as dates and the events that correspond to those dates.  \* Activate prior knowledge, Use the Venn Diagram routine on p. 70. Ask students to complete the diagram with information about the twins.  \* Write Weekly Question from p.104 of the Student Interactive on the board. Use the Express Opinions routine on p. 97 to help students answer the Weekly Question. \* Encourage students to find other words they don’t  know in Twins in Space. Have student pairs choose two academic vocabulary words and use synonyms or antonyms to define them.  \* After students complete the exercise on p.109 of the Student Interactive, have them share their answers with partners and review.  \*Have students write a complete sentence and a  fragment on a piece of paper and exchange papers with a partner.  Students identify the items and then change the fragments into complete sentences. | **Text:**  [“Twins in Space”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69)  Leveled Readers ([TE p. T152-T53](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/172))  **Videos:**  [Analyze text structure: Description](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d635e5e-3414-3af8-8d83-cbe4aab05ed1/25/nonscorable?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)  [Analyze text structure: Sequence](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3a7fbfba-95bf-3a7f-a0fb-e3935cd0efde/25/nonscorable?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)  **Organizers:**  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Venn Diagram routine on p. 70  Weekly Question from p.104 of the Student Interactive  Express Opinions routine on p. 97  Exercise on p.109 of the Student Interactive |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  Life at the Top  Make connections across texts by analyzing text features and confirming or correcting predictions. | What are the advantages of living in different places? | **Open-minded** Direct students’ attention to the infographic on pp. 116–117 of the Student Interactive. Explain that an infographic combines words and pictures to provide information. Have students read the infographic and discuss why people live indifferent kinds of homes. ([TE p. T198](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/220)) | **Tier 1:**  yesterday, agree, continue  **Tier 2:**  confirm, predict, edit, revise, craft, run-on  **Tier 3:**  endurance, excel, capacity, motivation, drive |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)  **S:** 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  **R:** 4R5: In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)  **W:** 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | **L:** Listen for elements of informational text, paying careful attention to the text features. ([TE p. T200](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/222)) ([TE p. T203](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/225))  **S:** Discussion ([TE p. T236](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/258)) and Comprehension Check ([TE p. T228](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/250))  **R:** Respond and Analyze ([TE p. 234](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/256)) and evaluate details ([TE p. 242](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/264))  **W**: Coherent Writing:  GUIDE PRACTICE Copy a paragraph from the text and add a sentence with unrelated or repeated information. Ask students if that sentence makes the paragraph clearer.  ON THEIR OWN Use the Narrative Paragraph Writing with Graphic Organizer on p. 209 to help students write and edit their narratives. ([TE p. T410-426](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/434)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Display the infographic on pp. 116—117 in the  Student Interactive. Ask: What do you think the text is about? Have student pairs point to elements in the “Cool Homes” infographic and discuss the information to access prior  knowledge and build background.  \* Before students read Life at the Top, ask them to  predict how exercise at high altitudes may be different from exercise at  low altitudes. Provide sentence frames: I predict that \_\_\_\_\_. I say that because \_\_\_\_. After students read Life at the Top, have them complete the Story Prediction Graphic Organizer on p. 75. Then, ask them to work in small groups to talk about their predictions.  \*Use the Three-Column Chart routine on p. 69. Use the headings: Place, Advantages, and Disadvantages. Have partners refer to the charts to talk about the advantages of living in each place. \*Invite students to choose some objects in the classroom and compare them with something else using like or as. Provide  sentence frames: The \_\_\_\_ is as \_\_\_\_ as \_\_\_\_. A \_\_\_\_ is \_\_\_\_ like \_\_\_\_. Have partners complete the activity on p.141 of the  Student Interactive. Ask them to identify what is being compared. | **Text**:  [Life at the top](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69)  Leveled Readers ([TE p. T208-T209)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/230)  **Videos**:  [Analyze Text Features](https://www.savvasrealize.com/content/viewer/standalone/loader/view/5593b57d-d76a-3c72-b1ad-f9f4a0c1aac8/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0)  [Evaluate Details: Informational](https://www.savvasrealize.com/content/viewer/standalone/loader/view/c8f655a0-25fc-3ff8-b5ab-356335382f0f/26/nonscorable?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Story Prediction p. 75.  Three-Column Chart routine on p. 69. |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Biography  Barbed Wire Baseball  Analyze text structure and summarize ideas to better understand a biography. | How can people influence the places where they live? | **Caring**  Have partners discuss these ideas using the questions in the Turn and Talk: using the following questions: 1. What people or institutions in our society work to preserve natural resources like the ones you read about? 2. What influence did President Grant have on the Yellowstone area? 3. What is the “natural condition” of a public park? How do you know? 4. Why might a community want to “set apart” a tract, or area, of land? 5. What is something you could do to have an influence on the place you live? ([TE p. T260](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/282)) | **Tier 1**:  behave, large, place  **Tier 2**:  summarize, publish, assess, fragments  **Tier 3**:  descent, internment, desolate, diverted, spectators |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).  **R:** 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)  **W:** 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. | **L**: Listen actively for elements of a biographical text such as time-order signal words. ([TE p. T262](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/284)) ([TE p. T264](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/286))  **S**: Discussion ([TE p. T308](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/330)) and Comprehension Check ([TE p. T308](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/322))  **R**: Analyze Text Structure ([TE p. 306](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/328)) and Summarize a Text ([TE p. T314](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/336))  **W**: Irregular Verbs:  Personal narratives are usually written in the past tense. Note that irregular verbs do not end in -ed in the past. It is important to learn these verbs or look them up in a dictionary. GUIDE PRACTICE Use the Irregular Verbs activity on p. 132 to help students learn and use irregular verbs.  ON THEIR OWN Ask partners to edit their personal narratives together to make sure that the verbs are in the past tense and irregular verbs  are correct. ([TE p. T434-450](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/278)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Reread “The Babe” on p. T262. Have students identify time-order words and phrases in the text and write them on the board.  Use the Time Line Routine and Graphic Organizer on pp. 89-90 to help students record the events in Babe Ruth’s life.  \* Identify time-order words and phrases in the text and find important information. Model how to use  time-order words to summarize important information. After students read Barbed Wire Baseball, have them complete the Retell or Summarize Graphic Organizer on p. 94.  \*Use the Express Opinions routine on p. 97 to  express opinions about Zeni. Model using the sentence frames on p.186 of the Student Interactive.  Have students share an opinion about Zeni and point to evidence from the text to support their opinion.  \* Word Wall: Remind students that thinking about the role of a word in a sentence can help them figure out the meaning. Identify the nouns, verbs, adjectives, and adverbs on the wall. ON THEIR OWN Use the Word Knowledge Strategy on p. 109 to  provide tips to figure out the meaning of unfamiliar words. Have students discuss words and parts of speech with partners. | **Text**:  [Barbed Wire Baseball](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2bae0118-5e1a-36b9-8146-042b45adfc7d/67/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Fitem%2F2bae0118-5e1a-36b9-8146-042b45adfc7d%2F67)  Leveled Readers ([TE p. T270-T271](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/292))  **Videos**:  [Analyze Text Structures: Sequence](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3a7fbfba-95bf-3a7f-a0fb-e3935cd0efde/25/nonscorable?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)  [Summarize Information: Literary](https://www.savvasrealize.com/content/viewer/standalone/loader/view/4ac0bde0-e4a0-316a-b32d-484ba4dec6e5/25/nonscorable?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Time Line Routine p.89-90  Retell or Summarize p. 94. |
| **Summative Assessments/Task** | | | |
| **Students Will:**  • research historic places in their community.  **Compare Across Texts**  Read aloud the Essential Question: How can a place affect how we live? Help students generate words and phrases that describe the communities where they live. You may find it useful to provide some adjectives for students to choose from, such as flat/ mountainous or urban/rural. Help students complete oral sentences such as My home is in a sunny place.  **Explore and Plan**  Write fact on the board and read it aloud. Tell students that a fact is true. Hold up a red marker. Say: This is a marker. Tell students that you just gave an example of a fact. Then write opinion on the board and read it aloud. Tell students that an opinion is what you think or believe. Display the red marker again and say: Red is the best color. Explain that this is an example of an opinion. Say several simple sentences that are either facts or opinions, and have students say fact or opinion to identify each.  **Lady Bird Johnson – Summative Assessment**  **(**[**Summative Assessment Manual pp. 91-93**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** | | | |
| **Transitioning and Expanding**  **Students Will:**  • create a brochure to argue that a place should be made a historic landmark.  **Compare Across Texts**  Have students make a web with the name of the community where they live (or have lived in the past) in the center. Then have them list words and phrases that describe this place in the strands of the web. Have them use the information in their webs to tell a partner about the place where they live.  **Explore and Plan**  Write the words facts and opinions on the board and have students read them aloud. Explain that facts are true, but opinions are what people think or believe. Hold up a red marker. Say: This marker is red. That is a fact. Red markers are the best markers. That is an opinion. Have students write simple sentences that are facts or opinions. Have students share their sentences with the rest of the group, and have classmates identify the statements as facts or opinions.  **Climbing Mt. Everest – Summative Assessment**  **(**[**Summative Assessment Manual pp. 94-97**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** | | | |

**Grade 4 Integrated ENL/ELA**

**My Perspectives Unit 2 Title: Adaptations**

**IB Transdisciplinary Theme Alignment: How the World Works**

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| --- | --- | --- | --- |
| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Informational Text  Feathers: Not Just for Flying  Analyze the main idea  and details to understand  informational text. | What different purposes do animal adaptations serve? | **Communicator**  Have students read the infographic and discuss how adaptations help an animal of their choice to survive in its natural environment.  Use the following questions to guide discussion:  1.What adaptations help the animal you chose survive? 2. What is the difference between a behavioral adaptation and a physical adaptation? 3.How does the environment in which an animal lives affect the adaptations it needs to survive? ([TE p. T18-19](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/598)) | **Tier 1:**  warm, blanket, pillow  **Tier 2:**  acquire, classified, sufficient, survive  **Tier 3:**  bristle, brittle, contour, system, prey |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  **S:** 4SL1c:  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.  **R:** 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)  **W:** 4W2a: Introduce a topic clearly and organize related information in paragraphs and sections | **L**: Listen for elements of realistic fiction ([TE p. T20-21](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1160)) ([TE p. T22-23](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1162))  **S**: Discussion ([TE p. T48-49](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1188)) and Comprehension Check ([TE p. T40](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1180))  **R**: Analyze Characters ([TE p. T46](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1186)) and Make Inferences About Characters ([TE p. T54](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1194))  **W**: Introduce and Immersion: Travel Article  GUIDE PRACTICE Read aloud the lead paragraph as students follow along. Ask: What is the article about? What place does the article describe? Why do people travel there? When do they go?  ON THEIR OWN Use Plan and Introduce a Topic on p. 192 to help students analyze and plan a lead paragraph. ([TE p. T340-356](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/922)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Invite students to suggest or add words to the Word  Wall. Use the Word Knowledge Strategy on p. 109 to help students learn what to do when they come across words they do not know. Have students identify the base word of each academic vocabulary word. \* Reread “Snowy Owls” on p. T20. Guide student  pairs to ask and answer questions about snowy owls. Sentence frames: What do they \_? How do they \_? Where do they \_? Use the Ask and Answer Questions routine on p. 68 to help students generate questions about animals. \*Activate their prior knowledge, write the word feathers on the board. Ask: what you know about feathers and what you want to learn. On p. 238 in the selection, and ask: What is the main, or central, idea? The main idea is \_\_. What is one detail that tells about the main idea? One detail is \_\_\_. Main Idea and Details  Graphic Organizer on p. 81  \* Tell why the adaptation is important. A \_\_\_ adapts by \_\_\_\_\_. This is important because \_\_\_\_\_. Express Opinions routine on p. 97 to help student pairs share their opinions. | **Text**:  [Feathers: Not Just for Flying](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T28-T29)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/608)  **Videos**: [Main Idea and Details Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/62ed386b-645b-3682-b7e9-47e4951bce07/35/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0)  **Organizers**:  TE: (Language Awareness [Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68))  Word Knowledge Strategy PDF pp. (108-109)  Main Idea and Details  Graphic Organizer PDF pp. (89-90)  Express Opinions routine PDF pp. (107-108) |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  Animal Mimics  Analyze cause-effect  relationships and  structure in informational  text. | How do adaptations help animals survive? | **Reflective**  Media on pp. [262–263](https://www.savvasrealize.com/content/viewer/standalone/loader/view/33a4ab25-a852-31f2-8995-5ea8f0c85fc8/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&containerId=58358120-9add-3301-b56f-426b2a402bd1&containerVersion=69&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69%2Ftier2%2F0bacad76-f303-3fa1-b0cd-4838dcdd9ad1%2F68%2Flesson%2F58358120-9add-3301-b56f-426b2a402bd1%2F69) in the Student Interactive. Explain that media like photos and videos can combine with written words to create a text like this. Have students read pp. 262–263, taking time to examine the photographs, read the captions, and watch the video. Ask them to discuss how camouflage helps animals survive. ([TE p. T84-85](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/664)) | **Tier 1:**  taste, color, touch  **Tier 2:**  analyze, cause, effect, relationship  **Tier 3:**  mimicry, species, environment, arranged, habitat |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 4SL1c: 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.  **R:** 4R5: In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)  **W:** 4W2b:Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. | **L:** Listen for elements of informational text ([TE p. 80-81](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/666)) ([TE p.T88-89](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/668))  **S:** Discussion([TE p. T128](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/708)) and Comprehension Check  ([TE p. T121](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/701))  **R:** Analyze Text Structure ([TE p. T126](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/706)) and Confirm or Correct Predictions ([TE p. T134](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/714))  **W**: Develop Elements: Introductions  Read aloud the first paragraph of two selected texts. Ask students what information they expect the text to provide based  on this paragraph. Write the ideas on the board. Then encourage them to tell which place they want to read more about.  ON THEIR OWN See the Develop a Topic activity on p. 194 to help students draft an introduction for their travel article. ([TE p. T364-380](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/660)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Read aloud the third paragraph in “Moths in Hiding” on p. T86. Ask questions to help students connect cause and effect. Provide sentence frames: The cause of \_\_ was  \_\_. One effect of \_\_was \_\_. Cause and Effect Graphic Organizer on p. 84. Ask partners to retell the information using connecting words such as because, as a result,  and so. \*Before students read Animal Mimics, explain what mimic means. Then read aloud p. 268 of the Student Interactive. Ask  students why animals want to mimic. Provide sentence frames: If \_\_, then \_\_\_\_\_\_. One reason is that \_\_\_\_\_\_. Text Structure Sentence Frames on p. 177 to help students identify examples of cause and effect in the selection. Ask them to look for signal words such as because, since, thus, so that, and if…then. \* Use the Venn Diagram routine on p. 70 to help  students compare and contrast the animals. Sentence frames: Both \_\_\_\_ and \_\_\_\_ are similar because \_\_\_\_\_\_. They are different because \_\_\_\_\_. | **Text**:  [Animal Mimics](https://www.savvasrealize.com/content/viewer/standalone/loader/view/33a4ab25-a852-31f2-8995-5ea8f0c85fc8/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&containerId=58358120-9add-3301-b56f-426b2a402bd1&containerVersion=69&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69%2Ftier2%2F0bacad76-f303-3fa1-b0cd-4838dcdd9ad1%2F68%2Flesson%2F58358120-9add-3301-b56f-426b2a402bd1%2F69)  Leveled Readers (TE p. T94-[T95](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/674))  **Videos**: [Cause and Effect](https://www.savvasrealize.com/content/viewer/standalone/loader/view/00fa3160-1a0c-3517-a453-3e7d6b87bbf4/35/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Cause and Effect Graphic Organizer on p. 84  Text Structure Sentence Frames on p. 177  Venn Diagram routine on p. 70 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Fiction  *from* Minn of the Mississippi  Analyze the significance  of plot and setting in  fiction. | What challenges do animals face in their environments? | **Communicator**  Have students read the infographic and discuss how adaptations help an animal of their choice to survive in its natural environment.  Use the following questions to guide discussion:  1.What adaptations help the animal you chose survive? 2. What is the difference between a behavioral adaptation and a physical adaptation? 3.How does the environment in which an animal lives affect the adaptations it needs to survive? ([TE p. T18-19](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/598)) | **Tier 1:**  small, cold, trees  **Tier 2:**  analyze, significance, plot, setting  **Tier 3:**  rapids, shimmering, desire, shallow, deserted |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  **S:** 4SL1a:  Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion  **R:** 4R4:  Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)  **W:** 4W5:Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards | **L:** Listen for the narrative sequence of events ([TE p. 134)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1274) ([TE p. T136](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1276))  **S:** Discussion ([TE p. T174](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1314)) and Comprehension Check ([TE p. T166](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1306))  **R:** Analyze Plot and Setting ([TE p. T172](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1312)) and Use Text Evidence ([TE p. 180](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1320))  **W**: Develop Structure: Body Paragraphs  GUIDE PRACTICE Explain that each body paragraph has its own main idea, or topic. Writers often state the main idea in the first sentence. Invite a volunteer to read aloud the topic sentence in a sample paragraph.  ON THEIR OWN Have student pairs complete the activity on p. 332 of the Student Interactive. Ask students to use the Main Idea and Details Graphic Organizer on p. 81 to record the topic sentence and details that support the topic. ([TE p. T388-396](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1268)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Reread “Encounter” on p. T154. Help students  understand and describe the plot. Ask: What job does Richard have  to do? What does he see standing on a rock? Why does Richard feel  relieved? How does the story end? Sequence of Events Graphic Organizer  on p. 88 to help students reconstruct the story plot. use words about places to complete the graphic organizer on p. 320 of the  Student Interactive.  \* Direct partners to Minn of the Mississippi. Have them choose a sentence or sentences that show how the setting affects Minn. Ask: Where is Minn? What is happening to her in these  sentences? “After Reading” Classroom Academic Talk Sentence Frames on p. 175 to help students talk about the character.  . | **Text:**  [*from* Minn of the Mississippi](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T162-T163](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/742))  **Videos:**  [Analyze Plot and Setting](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3fa00428-0d1f-33bb-925a-56146979e9a4/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Use Text Evidence](https://www.savvasrealize.com/content/viewer/standalone/loader/view/500afb91-f245-3c7f-8e35-a97f20e18077/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers:**  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Sequence of Events Graphic Organizer on p. 88    Graphic organizer on p. 320 of the Student Interactive  Classroom Academic Talk Sentence Frames on p. 175 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Poetry  *from* Butterfly Eyes and  Other Secrets of the  Meadow  Analyze structure, rhythm,  rhyme, and meter to  visualize imagery in poetry. | In what ways do living things depend on each other? | **Thinker** Explain that an infographic combines words and pictures to provide information. Have students read the infographic and make connections between the plant and the butterfly. ([TE p. T210](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/790)) | **Tier 1:**  bubbles, plants, sun  **Tier 2:**  interaction, rhythm, rhyme, meter, imagery  **Tier 3:**  tender, excreted, vessels, steeps, ultraviolet |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 4SL1c: 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.  **R:** 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)  **W:** 4W7:  Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. | **L:** Listen for elements of poetry ([TE p. T212](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/792)) ([TE p. T214](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/794))  **S:** Discussion ([TE p. T246](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/826)) and Comprehension Check ([TE p. T238](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/818))  **R:** Explain Poetic Language and Elements ([TE p. 244](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/824)) and Visualize ([TE p. 252](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/832))  **W**: Writer’s Craft: Adverbs  GUIDE PRACTICE Write the sentences I am very excited and I always take the bus to school. Explain adverbs of degree and frequency.  ON THEIR OWN Use the Adverbs activity on p.139 to help students identify adverbs and their meanings. Then ask students to review their  travel articles to make sure the adverbs are correct. ([TE p. T412-428](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/994)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Reread “Chameleon” on p. T212. Remind students  that a rhyme is two or more words with the same ending sounds. Ask students to identify the rhyming words in “Chameleon”. Say words that rhyme. Suggest common words to start: go and no, cat and pat.  \* After students read Butterfly Eyes and Other Secrets of the Meadow, have student pairs choose one poem other than  Bubble Song. Ask them to identify the repeated words in that poem and visualize the image they create. Use Sound Devices: Pattern,  or Repetition on p. 214 to help students identify other examples of repetition.  \* Use the Three-Column Chart routine on p. 69. Use the headings: Place, Advantages, and Disadvantages. Have partners refer to the charts to talk about the advantages of living in each place. \* Model how to express an opinion and support the opinion with examples from the poem. Classroom Academic Talk Sentence  Frames on p. 176 to help students express opinions about other poems. | **Text**:  *[from](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)* [Butterfly Eyes and](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [Other Secrets of the](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [Meadow](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T220-T221](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/800))  **Videos**:  [Characteristics of Poetry](https://www.savvasrealize.com/content/viewer/standalone/loader/view/f6018f88-2042-3215-891e-6af50663c828/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Visualize](https://www.savvasrealize.com/content/viewer/standalone/loader/view/60b62a49-8411-30b0-8444-225ba6543572/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Use Sound Devices: Pattern, or Repetition on p. 214  Three-Column Chart routine on p. 69.  Classroom Academic Talk Sentence  Frames on p. 176 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  The Weird and Wonderful  Echidna and The Very  Peculiar Platypus  Monitor comprehension to  help synthesize information  from multiple sources. | How do adaptations make animals unique? | **Risk-Taker**  Direct attention to the infographic on pp. 370–371 in the Student Interactive Explain that the pictures and text work together to provide different information about the same topics. Have students study the pictures as you read the text aloud and identify the visual representations of each adaptation. Explain that an adaptation is a feature that helps a living thing survive in its environment. ([TE p. T260](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/850)) | **Tier 1**:  long, fingernails, tongue  **Tier 2**:  monitor, synthesize, sources  **Tier 3**:  unique, monotremes, adaptations, burrow |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 4SL1a:  Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)  **W:** 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. | **L**: Listen actively for elements of informational text. ([TE p. T272](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/852)) ([TE p. T274](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/854))  **S**: Discussion ([TE p. T310](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/890)) and Comprehension Check ([TE p. T302](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/882))  **R**: Summarize a Text ([TE p. T308](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/888)) and Monitor Comprehension ([TE p. 316](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/896))  **W**: Publish: Complete Sentences  GUIDE PRACTICE Have students retell ideas and facts from a selected  text. Take notes on the board and help students rewrite them as  complete sentences.  ON THEIR OWN Use the Complete Sentences and Sentence Fragments activity on p. 142 to help students write other sentences. Then have them work with a partner to edit sentences in their travel  articles. ([TE p. T436-453](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1018)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Reread “Primates of Madagascar” on p. T272.  Write the headings on the board. Have students supply some facts and supporting details under each heading. Provide sentence frames: The topic is \_\_\_\_\_\_. One detail that supports this topic is  \_\_\_\_\_\_. Main Idea and Details Graphic Organizer on p. 81.  \* Have students provide details to describe  echidnas and platypuses under these headings. Guide them to relate  animal features to the meaning of adaptation. Venn Diagram routine on p. 70 to help students find similarities between echidnas and platypuses.  \*Model how to use the sentence frames on p. 396 of the Student Interactive to share an opinion about one of the animals. Classroom Academic Talk Sentence Frames on p.176 to help student groups express opinions about the animals in the selections. | **Text**:  [The Weird and Wonderful](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [Echidna and The Very](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [Peculiar Platypus](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T280-T281)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/860)  **Videos**:  [Summarize Information](https://www.savvasrealize.com/content/viewer/standalone/loader/view/613a2094-8250-342b-86fb-0225d3af097b/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Monitor Comprehension: Informational](https://www.savvasrealize.com/content/viewer/standalone/loader/view/bfe95bfa-5131-3373-b034-d567f7e8899f/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Main Idea and Details Graphic Organizer on p. 81  Venn Diagram routine on p. 70  Sentence frames on p. 396 of the Student Interactive  Classroom Academic Talk Sentence Frames on p.176 |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  • research animals and their adaptations.  **Compare Across Texts**  Read aloud the Essential Question. Help students generate simple phrases that tell how animals survive, such as thick fur, strong legs, or when it is hot. Help students create simple oral sentences with these phrases, such as Rabbits use strong legs to run away.  **Explore and Plan**  Write description on the board. Read it aloud. Explain that a description tells about an object. Display a red marker. Here is a description of this object. It is a marker. It has a cap. It is red. You can draw with it. Model each of these features in turn by touching the cap, sketching a simple picture with the marker, and so forth. Then write comparecontrast on the board and read these words aloud. Explain that these words tell how objects are the same or different. Display a blue marker and the red marker side by side. They are the same because they are both markers. They both have caps. They both can draw. They are different because one marker is red and one marker is blue.  **Animal Feet – Summative Assessment**  **(**[**Summative Assessment Manual pp. 105-107**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** |
| **Transitioning and Expanding**  **Students Will:**  • create an informational poster about an endangered animal.  **Compare Across Texts**  Have students ask and answer simple questions about animals and the adaptations they make. For instance, write Rabbits have strong legs on the board. Have one student ask another How do rabbits use their strong legs? Have another student respond Strong legs help rabbits run from danger. Repeat with Eagles have good eyesight, Lions have sharp teeth, and Some dogs have thick fur. Use pictures of animals from reference books or the Internet as needed.  **Explore and Plan**  Write description on the board and read it aloud. When you tell about an object, you are describing it. You are giving a description. Display a red marker. Have students generate sentences to tell about the marker. Then write compare-contrast on the board and read it aloud. Explain that this phrase refers to telling how things are alike and different. Display a blue marker and a red marker. Have students generate simple sentences to tell how they are alike and how they are different.  **Five Little Bandits – Summative Assessment**  **(**[**Summative Assessment Manual pp. 108-112**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** |

**Grade 4 Integrated ENL/ELA**

**My Perspectives Unit 3 Title: Diversity**

**IB Transdisciplinary Theme Alignment: How We Express Ourselves**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Realistic Fiction  *from* Out of my Mind  Understand characters  in realistic fiction better  by noticing the changes  they undergo. | Why do people communicate in diverse ways? | **Open-MInded**  Direct students’ attention to the infographic on pp. 16–17 in Student Interactive. Explain that an infographic combines words & pictures to provide information. Have students read the infographic and discuss how diversity affects people in many ways, including how they communicate. ([TE p.T18-19](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1158)) | **Tier 1:**  birthday, caterpillar, rain  **Tier 2:**  conflict, accomplish, expand, challenge, participate  **Tier 3:**  frustrated, cool, confused, irritable, bothered |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **S:** 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  **R:** 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)  **W:** 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. | **L**: Active Listening for Elements of realistic fiction ([TE p. T20](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1160)) ([TE p. T22](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1162))  **S**: Discussion ([TE p. T48](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1188)) and Comprehension Check ([TE p. T40](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1180))  **R**: Analyze Characters ([TE p. T46](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1186)) and Make Inferences About Characters ([TE p. T54](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1194))  **W**: Introduce and Immersion: Realistic Fiction  GUIDE PRACTICE Have student volunteers retell some events from  the story. Write them on the board. Explain that stories make the most  sense when they are told in chronological order. Help students identify  the conflict and resolution.  ON THEIR OWN Use the Story Comparison with Graphic Organizer  on pp. 76-77 to help students identify common literary elements. ([TE p. T332-348](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1154)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Reread “Just Lunch” on p. T20. Have student pairs  talk about what makes the read-aloud realistic. The character \_\_\_\_\_ is realistic because\_\_\_\_\_. This reminds me of \_\_\_. Use the Story Map with Graphic Organizer on pp. 72–73. Have them write one thing that seems real about Daniel. \* To activate students’ prior knowledge, read aloud  the Background note on p. 17 of Student Interactive. Explain the term physical disabilities. Use the KWLH Chart and Graphic Organizer on pp. 78–79. Answer the “L” and “H” from the KWLH Graphic Organizer. \* Use the Have a Discussion routine on p. 100 to provide a frame for accountable talk. Model for students how to use the words shown on p. 28 of the Student Interactive. Use some of the Classroom Academic Talk Sentence Frames on p. 174 to help student pairs make connections with the characters. | **Text**:  [*from* Out of my Mind](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1168))  **Videos**: [Realistic Fiction Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/dbcd2f21-e837-3826-aaa9-9247203db07d/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: (Language Awareness [Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68))  Story Map with Graphic Organizer on pp. 72–73  KWLH Chart and Graphic Organizer on pp. 78–79  Classroom Academic Talk Sentence Frames on p. 174 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Realistic Fiction  *from* Mama's Window  Analyze plot and setting to understand important elements of realistic fiction. | How do our experiences help us see the world differently? | **Reflective**  Direct students’ attention to the text and photographs on pp. 44–45 in the Student Interactive. Ask students to read the text silently. Use the following questions to guide discussion:  How can you tell that the speaker of the poem and Amir are from different cultures? How does the speaker’s experience relate to the Weekly Question? What ideas do you have to share after reading this text? ([TE p. T72-73](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1212)) | **Tier 1:**  hair, socks, boat  **Tier 2:**  realistic, analyze, elements  **Tier 3:**  subsided, dedication, impulsively, trance, grudge, |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.  **S:** 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)  **W:** 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards. | **L**: Active Listening for Elements of realistic fiction, including rising and falling action and the turning point, or climax of the story ([TE p. T74-75](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1214)) ([TE p. T76-77](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1216))  **S**: Discussion ([TE p. T108-109](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1248)) and Comprehension Check ([TE p. T100-101](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1240))  **R**: Analyze Plot and Setting ([TE p. 106-107](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1246)) and Confirm and Correct Predictions ([TE p. T114-115](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1254))  **W**: Develop Elements: Plot  GUIDE PRACTICE Elicit a plot for a story. Ask questions to help students talk about the elements of the plot: What is a conflict that the character has? Will the character solve the problem? Will someone else help the character solve the problem? How?  ON THEIR OWN Use the Types of Sentences: Statements activity on  p. 143 to help students state the problem and the resolution. ([TE p. T356-372](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1208)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Reread “The Race” on p. T74. Have students  identify the main plot elements after demonstrating beginning, rising action, climax, falling action, and resolution.  Use the Story Map Graphic Organizer on p. 73 to  help students identify the main plot elements. \* Ask students to read the title, skim the story, and  look at the pictures before reading. Make predictions about the story’s beginning, climax, and resolution.  Have students work in pairs to complete the Story  Prediction Graphic Organizer on p. 75.  \* Have students find the words impulsively and grudge on pp. 53 and 59 of the Student Interactive. Have students pair up to talk about the character  Sugar. Have them use the words impulsively and grudge. \* Use the Word Knowledge Strategy on p. 109 to help  students with unfamiliar words. | **Text**:  [*from* Mama's Window](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T82-T83)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1222)  **Videos**: [Analyze Plot and Setting](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3fa00428-0d1f-33bb-925a-56146979e9a4/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)    [Realistic Fiction Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/dbcd2f21-e837-3826-aaa9-9247203db07d/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  Setting and Events Graphic Organizer ([Student Interactive p. 36](https://www.savvasrealize.com/content/viewer/standalone/loader/view/6cc0bb30-854d-30b1-b543-872d56c2484a/70?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0%2Ftier%2Ffe2b67e6-8d34-396a-a8f2-bb6922463a01%2F69))  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Story Map Graphic Organizer on p. 73.  Story Prediction Graphic Organizer on p. 75.  Word Knowledge Strategy on p. 109 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Autobiography  Trombone Shorty  Make connections  across texts by  considering author's  purpose and genre. | How does music bring  people together? | **Balance**  Direct attention to the media on pp. 78–79 in Student Interactive.Have students read the text, view the images, watch the video, and discuss how music connects people across different cultures. ([TE p. T132-133](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1272)) | **Tier 1:**  music, follow, pot  **Tier 2:**  connections, across, purpose, genre  **Tier 3:**  inspiration, create, heritage, festival, performance |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  **S:** 4SL1c: 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  **R:** 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)  **W:** 4W3a: Establish a situation and introduce a narrator and/or characters.. | **L:** Listen for the narrative sequence of events ([TE p. 134](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1274)) ([TE p. T136](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1276))  **S:** Discussion (TE p. [T174](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1314)) and Comprehension Check (TE p. [T166](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1306))  **R:** Explain Author’s Purpose ([TE p. 172](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1312)) and Make Connections ([TE p. 180](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1312))  **W**: Develop Structure: Point of View  GUIDE PRACTICE Ask: Who was telling the story? How do you know?  Elicit the pronouns me and us, and possessive pronouns my and our.  ON THEIR OWN Use the Subject Pronouns and Object Pronouns  activities on pp. 128-129 to help students write sentences for their story,  using I and my. ([TE p. T380-396](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1268)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Read aloud “Garage Girl” on p. T134. Have students listen and take notes about the events. Write some of the key events on the board (out of order) and ask the students to put them in the order. Have students pair up to complete the Time Line Graphic Organizer on p. 90. Have partners compare the timeline against the story and review the sequence of events.  \* Talk about Shorty and the main events in the story. Guide them to find words that tell what Shorty  experiences. Ask Q.: Provide some of the Classroom Academic Talk Sentence Frames on p. 174 to help students talk about the connections they make.  Use the Venn Diagram routine on p. 70 to have students compare an event in the story with an event in their lives.  \* Ask the following questions and sentence frames: What is one good thing about bringing people together? One good thing or benefit is \_\_\_. Why do you think that? I think that because the \_\_\_ says \_\_\_. Where did you read that? I read it on \_\_\_\_\_. Have students work in pairs. Provide the words What,  Why, Where. Use the Types of Sentences: Questions activity on  p. 143 to help students ask questions about their partner’s opinions.  \*Tell students that cognates can also help them figure out the meaning of words. Have them pair up to complete the Analyze Cognates activity on p. 108. Students copy academic words in one column and write cognates and meanings in the last two columns. | **Text:**  [Trombone Story](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T142-T143](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1282))  **Videos:**  [Explain Author’s Purpose](https://www.savvasrealize.com/content/viewer/standalone/loader/view/9ad520af-7051-36c6-a09e-0ae6bf7fbaf2/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers:**  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  TimeLine Graphic Organizer on p. 90.  TimeLine Graphic Organizer on p. 90  Classroom Academic Talk Sentence Frames on p. 174  Venn Diagram routine on p. 70  Types of Sentences: Questions activity on p. 143  Analyze Cognates activity on p. 108 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Fiction  Weslandia and "The Circuit"  Determine how the author's  choice of point of view  impacts the reader. | How do new places influence us? | **Balanced**  Direct attention to the infographic on pp. 118–119 in the Student Interactive Explain that an infographic combines words and pictures to provide information. Have students read the infographic and discuss how experiencing things from diverse places can influence us. ([TE p. T198-199](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1338)) | **Tier 1:**  book, lamp, desk  **Tier 2:**  determine, point of view, impact  **Tier 3:**  miserable, thrilling, recover, instinctively, savoring |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.  **S:** 4SL1c: 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.  **R:** 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)  **W:** 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | **L:** Listen for elements of fiction. ([TE p. T200](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1340)) ([TE p. T202](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1342))  **S:** Discussion ([TE p. T248](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1388)) and Comprehension Check ([TE p. T240](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1380))  **R:** Compare and Contrast Point of View ([TE p. 246](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1386)) and Generate Questions ([TE p. 254](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1394))  **W**: Writer’s Craft: Prepositional Phrases  GUIDE PRACTICE Demonstrate how to describe a setting by using  prepositional phrases. For example, in “The dog sleeps on the rug,” on is a preposition and “the rug” is its object. Have students answer questions about classroom items: What’s next to the door?  ON THEIR OWN Use the Prepositions and Prepositional Phrases  activity on p. 140 to help students write sentences about their settings. ([TE p. T404-420](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1334)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Invite volunteers to share what they know about  other countries or regions. Ask: How do the places affect or influence what people do? Have students look at the infographic on pp. 118-119 of the Student Interactive. Use the Web routine on p. 71 to help students write the name of the place and how it may affect people.  \* Ask questions about Weslandia: Do you see the  pronouns I or me? In a story with a third-person point of view, a narrator tells the story. Who is telling or narrating what Wesley does? Provide a sentence frame: The \_\_\_\_\_ tells what Wesley does. Have students choose a paragraph. Have them use  some of the Classroom Academic Talk Sentence Frames on p. 174 to tell what they visualize when they read the narrator’s descriptions.  \* Read the question on p. 154 of the Student Interactive: What happens when people do not fit in? Use the Story Comparison Graphic Organizer on p. 77 to help students compare  and contrast the stories.  Have students use words such as and, but, same, or  different to talk about the characters in Westlandia and “The Circuit.” | **Text**:  [Weslandia and "The Circuit"](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T208-T209](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1348))  **Videos**:  [Fiction: Point of View](https://www.savvasrealize.com/content/viewer/standalone/loader/view/e072d637-5f63-3148-b58f-33b0e7196f63/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Web routine on p. 71  Classroom Academic Talk Sentence Frames on p. 174  Story Comparison Graphic Organizer on p. 77 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Poetry  Poetry Collection  Use the power of visual  imagery to make personal  connections to the theme  of a poem. | How do people with interests different from ours help us grow? | **Inquire**  Direct attention to the infographic on pp. 166–167 in the Student Interactive. Remind students that an infographic combines words and pictures to provide information. Have students read the infographic and discuss the many different approaches to poetry people have taken across cultures and time periods. (TE p. T272) | **Tier 1**:  like, under, old  **Tier 2**:  visual, connections, theme, auxiliary  **Tier 3**:  plunge, thud, trilled, buoy, flocked |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5:  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 4SL1a:  Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)  **W:** 4W3:  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | **L**: Listen actively for elements of poetry. ([TE p. T262](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1414)) ([TE p. T276](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1416))  **S**: Discussion ([TE p. T302](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1442)) and Comprehension Check ([TE p. T268](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1434))  **R**: Examine Poetic Elements ([TE p. 300)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1440) and Visualize to Understand ([TE p. T308](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1448))  **W**: Publish: Realistic Fiction  Have students read their realistic fiction stories. Use the following practice to help them review and talk about their stories.  GUIDE PRACTICE As a class, create a checklist for what elements should be found in all of their narrative writings.  ON THEIR OWN Have students share their writings with a partner and  have partners peer-edit using the checklist created as a group. [(TE p. T428-444](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1408)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Name poems and discuss their structure and language. Use the KWLH Graphic Organizer on p. 79 to help students record what they know and want to know about poetry. Have partners read the infographic on pp. 166-167 in Student Interactive. Ask to complete the L column in the organizer. Have students tell if they confirmed what they knew or if they learned something new.  \* Identify time-order words and phrases in the text and find important information. Model how to use time-order words to summarize important information. After students read Barbed Wire Baseball, have them complete the Retell or Summarize Graphic Organizer on p. 94.  \* While reading “I Love Mozart,” point to words that  rhyme and identify the sounds that cause the rhyme. Reread the poem  and have students raise their hands when they hear words that rhyme. Write a poem on the board. Have students replace a word with a synonym that is multisyllabic. Have the students discuss how it affects the rhythm of the poem.  \* Write on the board: Do you think it is important to try new things? Why?  I think it is important to try \_\_\_\_\_. It is important because \_\_\_\_\_\_\_\_\_\_. Have students work in small groups to answer the  questions. Use Express Opinions on p. 97 to help group members take turns sharing their ideas about trying something new. | **Text**:  [Poetry Collection](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T282-T283](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1422))  **Videos**:  [Fiction: Theme](https://www.savvasrealize.com/content/viewer/standalone/loader/view/580fb9c0-6f57-3070-9080-ec6576921164/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Visualize](https://www.savvasrealize.com/content/viewer/standalone/loader/view/60b62a49-8411-30b0-8444-225ba6543572/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  KWLH Graphic Organizer on p. 79  Retell or Summarize Graphic Organizer on p. 94  Express Opinions on p. 97 |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  • research the need for inclusive playground equipment.  **Compare Across Texts**  Say, Han and Carlos are both wearing white shirts. Their shirts are \_\_\_\_. Have students complete the sentence with alike. Maria is wearing blue shoes, but Neelam is wearing red shoes. Their shoes are \_\_\_\_\_. Have students complete the sentence with different. Continue with similar statements, having students fill in alike or different.  **Explore and Plan**  Have students work with the language of stating an opinion. Display a playground ball. Bounce it and catch it several times. I think it is fun to play with a ball. That is an opinion. I like to bounce a ball. That is an opinion, too. An opinion can begin “I think” or “I like” Have students generate simple opinion sentences beginning I think it is fun to \_\_\_\_ and I like \_\_\_\_. Follow up each statement by saying That is \_\_\_\_\_’s opinion.  **Born To Dance – Summative Assessment**  **(**[**Summative Assessment Manual pp. 119-121**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** |
| **Transitioning and Expanding**  **Students Will:**  • write a letter to the school principal arguing that inclusive play equipment should be on the school playground.  **Compare Across Texts**  Look at Han’s shirt. Look at Carlos’s shirt. How are they alike? How are they different? Have students generate complete sentences to answer the questions. Repeat with other examples.  **Explore and Plan**  Challenge students who have a solid grasp of facts and opinions to evaluate claims. With a small group, discuss how authors choose claims that can be supported with related evidence.  **Discovering Walt Whitman – Summative Assessment**  **(**[**Summative Assessment Manual pp. 122-124**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** |

**Grade 4 Integrated ENL/ELA**

**My Perspectives Unit 4 Title: Impacts**

**IB Transdisciplinary Theme Alignment: Who We Are or How we Organize Ourselves**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Traditional Literature  *from* Can You Guess My  Name?  Analyze characters to  synthesize information  about characters in  traditional tales. | How can revealing a secret make it lose its power? | **Thinker**  Direct students’ attention to the photos and video on pp. 218–219 in the Student Interactive. Explain that media like photos and videos can provide  information that readers can connect to ideas in the texts they read and to their personal experiences. Have students take time to read the text, examine the photographs, and watch the video. Lead a discussion about what students see and hear. Ask students to share examples of surprises or codes from real life ([TE p.T18-19](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1712)) | **Tier 1:**  roof, water, rock  **Tier 2:**  reveal, traditional, illustrate, interpret, predict  **Tier 3:**  deceived, bargain, reputation, astonishment, composure |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  **R:** Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)  **W:** 4W7:  Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. | **L**: Active Listening for of traditional literature ([TE p. T20](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1714)) ([TE p. T23](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1716))  **S**: Discussion ([TE p. T58](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1752)) and Comprehension Check ([TE p. T50](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1744))  **R**: Analyze Characters ([TE p. T56](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1750)) and use text evidence ([TE p. T64](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1758))  **W**: Introduce and Immersion: Point of View  GUIDE PRACTICE To help students better understand how to state their points of view, have them choose a classroom object and ask them what they think of the object. Ask: Is it useful? How often do you use  it? Do you like its color?  ON THEIR OWN Have students complete the spinach exercise on  p. 252 of the Student Interactive. Use the Introduce an Opinion  activity on p.182 to help students express their opinions. ([TE p. T344-360](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2040)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Reread “The Princess and the Troll” on p. T20. Write the following sentence frames on the board and have students talk about the elements of the story: One character in the story is a \_\_\_\_. The setting of the story is \_\_\_\_. The conflict in the story is \_\_\_\_. The story is about\_\_\_\_\_. Use the Story Map Graphic Organizer on p. 73 to  help students understand the elements in traditional tales. \*Activate their prior knowledge, ask them what traditional stories they know. Have them retell some details  of those stories. Provide sentence frames: One of the characters is  called \_\_\_\_\_. The story is about \_\_\_\_\_. Record student responses in a  two-column chart with the headings Title, Setting, Conflict, and Theme. After students read Can You Guess My Name? use the  Venn diagram routine on p. 70 to help students compare and contrast  the traits of the main characters in the stories. Write character descriptive  words on the board to guide the discussion, e.g., lazy, clever, friendly. | **Text**:  *[from](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)* [Can You Guess My](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [Name?](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1722))  **Videos**: [Analyze Characters Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/43e5a536-4fe8-3a5f-8308-88fb2cf8997a/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Synthesize: Strategy Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/1e39c969-78dd-3fd7-9d53-72649effc914/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=0&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F0)  [Synthesize: Skill Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/2ef5f71a-5bfe-3205-98a8-48563aa8aa0e/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Compare and Contrast Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3c86d771-c3da-38f5-87ab-95422948426d/35/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: (Language Awareness [Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68))  Story Map Graphic Organizer on p. 73  Venn diagram routine on p. 70 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Tall Tale  Thunder Rose  Infer theme to make  connections to traditional  literature. | How can being different be an advantage? | **Risk-Taker**  Remind students of the Essential Question for Unit 4: How do our stories shape our world? Point out the Week 2 Question: How can being different be an advantage? Have students read the poem on pp. 256–257 in the Student Interactive and discuss how being different can be an advantage, as it was for Duvall.  ([TE p.T82-83](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1776)) | **Tier 1:**  thunder, metal, clouds  **Tier 2:**  tall tale, infer, traditional  **Tier 3:**  accentuated, obliged, misled, commendable, riled |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5:  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  **R:** 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL).  **W:** 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information and provide a list of sources. | **L:** Active Listening for elements of tall tales ([TE p. T84-84](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1778)) ([TE p.T86-87](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1780))  **S:** Discussion ([TE p. T120](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1814)) and Comprehension Check  ([TE p. T112](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1806))  **R:** Infer Theme ([TE p. 118](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1812)) and generate questions ([TE p. 126](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1820))  **W**: Develop Elements: Facts Details  GUIDE PRACTICE Read an opinion essay from the stacks aloud. Call upon students to identify the author’s point of view and content that supports his/her argument. Model for students how to link the  facts with the main ideas using linking words such as for example, in addition, then, etc.  ON THEIR OWN Use the Link Opinions and Reasons activity on p.185 to help students connect ideas with facts and personal experiences. ([TE p. T368-384](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1772)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Read aloud “Pecos Bill and the Coyotes” on  p. T84. What details in the story are unrealistic?  Encourage them to give reasons and opinions. Sentence frames: I do not think that \_\_\_\_ can happen because \_\_\_\_\_. If \_\_\_\_\_,  then \_\_\_\_\_. Have students use a two-column chart to identify the realistic and exaggerated elements in “Pecos Bill and the Coyotes.” \* Write words and phrases that describe Rose on the  board, e.g., strong, kind, brave. Provide details from  the story that support these descriptions. Sentence frames: Rose is \_\_\_\_\_\_\_ because \_\_\_\_. \_\_\_\_ shows that Rose is \_\_\_\_\_. Rose did this to \_\_\_\_\_\_\_\_\_.  Have student pairs complete the activity on p. 278 of the Student Interactive. Guide students to infer the theme of the story on their own by asking: What kind of person is Rose? What is the story  about? Have students write down their answers in their notebooks. | **Text**:  [Thunder Rose](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T92-T93)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1786)  **Videos**: [Make Inferences Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/172601c1-83ad-397a-be54-193aee02a031/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Have students use a two-column chart to identify the realistic and exaggerated elements  Link Opinions and Reasons activity on p.185 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Drama  “La Culebra (The Snake)”  Identify elements of a  play to help summarize a  play. | Why should we do good deeds without expecting anything in return? | **Caring**  Direct students’ attention to the fairy tale on pp. 292–293 in the Student Interactive. Explain that fairy tales often take place in exotic settings, include elements of magic and deliver a message or teach a lesson at the end. Have students read the fairy tale and discuss how being kind and doing good deeds affects those around you. ([TE p. 144](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1838)) | **Tier 1:**  wolf, farmer, hungry  **Tier 2:**  elements, summarize  **Tier 3:**  sensitive, exchange, deed, insisted, satisfied |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **S:** 4SL1c: 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.  **R:** 4R7:  Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)  **W:** 4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. | **L:** Active Listening for element of drama ([TE p. 146](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1840)) ([TE p. T148](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1842))  **S:** Discussion ([TE p. T182](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1876)) and Comprehension Check ([TE p. T174](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1868))  **R:** Explain Elements of a Drama ([TE p. T180](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1874)) and evaluate details ([TE p. T188](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1882))  **W**: Develop Structure: Ideas  GUIDE PRACTICE Have a student volunteer read aloud a text from the  stacks. Ask students to identify the main points made by the author  and the transition words and phrases that link ideas and sentences. For additional support use the Text Structure Sentence Frames on pp. 177–179.  ON THEIR OWN Use the Link Opinions and Reasons activity on p.185 to help students organize their opinion essays. (TE p. [T392-408](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1834)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Look at the Drama Anchor Chart on p. 295 of the Student Interactive. Explain that one of the key elements of drama is stage directions. These can be instructions for the actors or instructions for how the stage and setting should look.  Use the Story Map Graphic Organizer on p. 73 to  help students record the elements of “Too Much of a Good Thing.”  \*Figure out the meaning of the Spanish words and character names in the drama, ask students to  create a two-column chart, with Spanish words on the left and their English translations on the right. After students read La Culebra, have student groups choose a section of the drama. Ask them to read the dialogues out  loud. Guide them to use their voice to show emotion.  \* Use the Retell or Summarize Graphic Organizer on p. 94 to provide a framework for student pairs to identify the important details in La Culebra. choose one part of the drama they like and retell it to their partners with the support of the illustrations in the text. | **Text:**  [“La Culebra (The Snake)”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T154-T155](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1848))  **Videos:**  [Summarize Information: Literacy](https://www.savvasrealize.com/content/viewer/standalone/loader/view/4ac0bde0-e4a0-316a-b32d-484ba4dec6e5/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers:**  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Story Map Graphic Organizer on p. 73  Retell or Summarize Graphic Organizer on p. 94 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Historical Fiction  The Secret of the Winter  Count  Infer theme and make  connections in historical  fiction. | How can what we learn from stories guide our actions? | **Communicator** Direct students’ attention to the primary source on pp. 328–329 in the Student Interactive. Explain that the text is about a group that helps people record stories from their lives. Have students read the text silently or have them choral read it with you. ([TE p. T206](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1900)) | **Tier 1:**  huckleberries, long, storyteller  **Tier 2:**  infer, connections, historical  **Tier 3:**  drought, intricate, wavering, unbidden, snoozing |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **S:** 4SL1c: 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.  **R:** 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)  **W:** 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | **L:** Active Listening for elements of historical fiction. ([TE p. T202](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1902)) ([TE p. T210](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1904))  **S:** Discussion ([TE p. T248](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1942)) and Comprehension Check ([TE p. T240](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1934))  **R:** Infer Theme ([TE p. 246](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1940)) and Make Connections ([TE p. 254](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1948))  **W**: Writer’s Craft: Sentences  GUIDE PRACTICE Have students read aloud one of the paragraphs in two opinion essays. Ask students to identify the main idea and details. Have them rearrange the sentences and discuss what happens if the key sentence is at the beginning, or middle, or end.  ON THEIR OWN Ask students to write a sentence that states the main idea in their opinion essay and a few sentences that support the idea.  Have students use the Combining Sentences activity on p. 145 for  more practice. ([TE p. T416-432](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1896)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Read aloud “Waiting for Pa” on p. T208. Ask students: What makes “Waiting for Pa” historical? Refer students to the Anchor Chart on p. 331 of the Student Interactive to help talk about the elements of the story.  Use the Time Line Graphic Organizer on p. 90 to help student pairs retell the events in chronological order. Remind them to use transition words such as first, next, etc.  \* Have students complete the Story Prediction  Graphic Organizer on p. 75. Guide the students to fill in the first two columns.  Have students read The Secret of the Winter Count,  and have pairs fill in the last column of the Story Prediction Chart.  \* Provide sentence frames  to help them retell the stories: A story my \_\_\_\_\_\_ tells is about \_\_\_\_\_.  She usually tells this story when \_\_\_\_\_\_. Now have students adapt this  same analysis to The Secret of the Winter Count and describe some of  the key events and life happenings in the story. Use the Retell or Summarize Graphic  Organizer on p. 94 to record the information. | **Text**:  [The Secret of the Winter](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [Count](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T202-T203](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1896))  **Videos**:  [Fiction: Theme](https://www.savvasrealize.com/content/viewer/standalone/loader/view/580fb9c0-6f57-3070-9080-ec6576921164/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Make Connections](https://www.savvasrealize.com/content/viewer/standalone/loader/view/744a1745-79e0-31b7-940b-38fb80230929/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Time Line Graphic Organizer on p. 90  Story Prediction  Graphic Organizer on p. 75  Retell or Summarize Graphic Organizer on p. 94 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Myths  "Pandora" and  "Race to the Top"  Evaluate details to help  analyze and compare myths. | How can being disobedient cause problems? | **Principled**  Direct attention to the infographic on pp. 368–369 in the Student Interactive .Explain that the infographic is a multimodal text that combines words and pictures to provide information. Have students read the infographic and discuss how traditional literature, such as myths, offers useful wisdom and reflects cultural values. ([TE p. T272](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1966)) | **Tier 1**:  live, box, ladder  **Tier 2**:  evaluate, analyze, compare  **Tier 3**:  shrewd, ornate, temperaments, parapet, infernal |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.  **S:** 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).  **R:** 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)  **W:** 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. | **L**: Active Listening for the myth’s explanation of a human or natural condition. ([TE p. T274](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1968)) ([TE p. T276](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1970))  **S**: Discussion ([TE p. T314](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2008)) and Comprehension Check ([TE p. T306](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2000))  **R**: Analyze Myths ([TE p. T312](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2006)) and Evaluate Details ([TE p. T320](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2014))  **W**: Publish: Feedback  GUIDE PRACTICE Have student volunteers read out loud the first paragraph of one of the opinion essays from the stacks. Ask them to share questions and identify information they expect the essay would  provide. Write some general suggestions on the board. Model for students how to structure their essays based on these suggestions.  ON THEIR OWN Have student pairs read each other’s essay and provide feedback on the organization and language of the essays. ([TE p. T434-450](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/278)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \*Read aloud “Earth’s Tears” on p. T274. Guide students to retell the major events in the story using the Sequence of Events activity on pp. 87-88. Ask questions of Who? Why? What? and How? Have student volunteers retell the story using transition words such as then, after that, finally. Have student pairs choose a story from pp. 368-369 of the Student Interactive. Ask them to retell the story.  \* Problem and Solution routine on p. 82 to help students identify the problem a character in each of the stories faced and how the character solved the problem. Then infer the theme of the stories based on the outcome of the events. Provide sentence  frames: The problem was \_\_\_\_\_\_\_. The story is trying to tell us \_\_\_\_\_\_\_.  ON THEIR OWN Have student pairs complete the graphic organizer on p. 394 of the Student Interactive.  \*GUIDE PRACTICE Use the Express Opinions routine on p. 97 to  express opinions about Zeni. Model using the sentence frames on p.186 of the Student Interactive.  ON THEIR OWN Have students share an opinion about Zeni and point  to evidence from the text to support their opinion. | **Text**:  ["Pandora" and](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  ["Race to the Top"](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T282-T283](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/1976))  **Videos**:  [Traditional Tales: Myth Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/4111cfe6-92bf-377c-ab5e-590ff2098619/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Evaluate Details: Literacy Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/225b75fa-9b75-3cbd-9ed0-464b22bd9feb/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Sequence of Events activity on pp. 87-88  Problem and Solution routine on p. 82 |

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| **Summative Assessments/Task** |
| **Entering and Emerging**  **Students Will:**  • research the origin of an American tall tale.  **Compare Across Texts**  Help students use routine expressions such as I think \_\_\_\_\_because when responding to the questions. Share an opinion and have students repeat after you. I think they are the same because they are smart. I think they are different because one helped others. Identify another similarity or difference between the stories and have students repeat or complete the sentence orally using the sentence frame.  **Explore and Plan**  Help students read the article. Check students’ understanding by having them complete sentence frames. The main idea is that the Library of Congress \_\_\_\_\_\_\_. One fact is that the original library \_\_\_\_\_\_\_. Another fact is that Thomas Jefferson \_\_\_\_\_\_\_.  **Janice and Her Bob – Summative Assessment**  **(**[**Summative Assessment Manual pp. 155-157**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** |
| **Transitioning and Expanding**  **Students Will:**  • write an explanatory blog post.  **Compare Across Texts**  Have partners work together to identify the similarities and differences between texts. Tell them to reread parts of the texts and have them write words that compare the texts, using the questions in the Compare Across Texts as a guide. For example, provide a word bank from which they can use to write their responses: women, smart, intelligent, clever, helps others, releases evil, bigger than life, made by the gods.  **Explore and Plan**  Have partners read the article. Ask: What is the main idea? What are the supporting details? Have partners identify and discuss their answers using information from the article. Then call on students to share their responses with the class.  **Maui and the Sun – Summative Assessment**  **(**[**Summative Assessment Manual pp. 157-160**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** |

**Grade 4 Integrated ENL/ELA**

**My Perspectives Unit 5 Title: Features**

**IB Transdisciplinary Theme Alignment: Sharing the Planet**

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| **Week 1:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Unit Introduction  Informational Text  *from* Planet Earth  Make inferences and  analyze text features in  informational text. | What do we know about Earth’s features and processes? | **Knowledgeable**  Direct students’ attention to the infographic on pp. 432–433 in the Student Interactive. Remind them that an infographic uses text and visuals to impart information. Have students read the infographic and discuss the different kinds of features found on Earth’s surface. ([TE p. T18](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2276)) | **Tier 1:**  layers, weather, ocean  **Tier 2:**  amazed, border, consequences, label, preserve  **Tier 3:**  mantle, circulates, adopted, abundant, melted |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  **S:** 4SL1c: 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.  **R:** 4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)  **W:** 4W2a: Introduce a topic clearly and organize related information in paragraphs and sections. | **L**: Active Listening for Elements of informational text ([TE p. T20](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2278)) ([TE p. T23](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2280))  **S**: Discussion ([TE p. T54](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2312)) and Comprehension Check ([TE p. T46](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2304))  **R**: Analyze Text Features ([TE p. T52](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2310)) and Make Inference ([TE p. T60](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2318))  **W**: GUIDE PRACTICE Point out that as we read a poem, we can adjust the  rhythm to be fast or slow to complement the feeling of the poem. Read  aloud a short poem with exaggerated emphasis on the rhyming words.  Ask students to clap along to the obvious rhythm of the rhyming lines.  ON THEIR OWN Use the Rhythm activity on p. 215 to help students  identify rhythm. Then have student pairs find the rhyming syllables in  a poem from the stack. Ask them to read aloud the poem to hear the  rhythm. ([TE p. T336-352](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2273)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Reread “Energy Recovery of Waste” on p. T20. Write  the headings on the board. Encourage student volunteers to retell the main ideas and facts in each section. Provide sentence frames: This section tells me \_\_\_\_\_\_. The main idea is \_\_\_\_\_\_\_\_. In addition,  \_\_\_\_\_\_\_\_\_\_. The key evidence is \_\_\_\_\_\_\_\_\_\_.  Have student pairs choose a heading in the infographic on pp.432–433 of the Student Interactive and retell the main idea in the section. Use the Text Structure Sentence Frames  for Description on p. 178 to help students describe the images and connect them to the heading. \* Choose a few images in the text. Have student  volunteers refer to the images while retelling the facts in the text. Record the facts in the Retell or Summarize Graphic Organizer on p. 94. Ask: How does the graphic help link the main idea and details? Have student pairs complete the activity on p.452 of the Student Interactive. | **Text**:  [*from* Planet Earth](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T28-T29](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2286))  **Videos**: [Text Feature Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/5593b57d-d76a-3c72-b1ad-f9f4a0c1aac8/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Making Inferences: Informational](https://www.savvasrealize.com/content/viewer/standalone/loader/view/bbb5153e-33f7-3d00-a148-133c709dfbf7/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: (Language Awareness [Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68))  Text Structure Sentence Frames for Description on p. 178  Retell or Summarize Graphic Organizer on p. 94  Discussions Checklist on p.99 |
| **Week 2:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  Volcanoes  Monitor comprehension  and analyze main ideas  and details to understand  informational text. | In what ways do volcanoes  impact Earth? | **Inquirer**  Direct students’ attention to pp. 466–467 in the Student Interactive. Have students read the text, view the images, and play the video. Discuss why itis important to understand Earth, including why we should study the ways volcanoes impact Earth. ([TE p. T78](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2336)) | **Tier 1:**  rocks, chain, highest  **Tier 2:**  monitor, analyze, details  **Tier 3:**  magma, face, reclaim, gushes, threatened |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing  **S:** 4SL1c: 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.  **R:** 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)  **W:** 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards | **L:** Actively Listen for elements of an informational text ([TE p.T80](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2338)) ([TE p. T82](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2340))  **S:** Discussion ([TE p. T114](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2372)) and Comprehension Check  ([TE p. T106](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2364))  **R:** Analyze the main idea and details ([TE p. 112](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2370)) and Monitor Comprehension ([TE p. 120](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2378))  **W**: Develop Elements: Sounds in Poetry Writing  GUIDE PRACTICE Explain to students that a poem may use words with similar sounds, e.g., words with the same initial consonant (tuck and tent) or words with the same vowel sound (tuck and gut or pan and tan). Have students generate more word pairs that share sounds.  ON THEIR OWN Use the Sound Devices: Pattern, or Repetition activity on p. 214 to help students identify words or sounds that repeat  in a poem from the stacks. ([TE p. T360-376](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2332)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Before reading “Mount Vesuvius” on p. T80, ask  students what they know about volcanoes. Have them share facts  or stories related to volcanoes. Then ask them what they want to  know about volcanoes. Provide sentence frames: I already know that \_\_\_\_\_\_\_. I want to know \_\_\_\_\_\_\_.  After reading Mount Vesuvius, have student  pairs focus on completing the “L” and “H” of the KWLH Graphic  Organizer on p. 79 \* Direct students’ attention to p. 472 of Volcanoes.  Read aloud the page as students follow along. Then ask: Why do you think the author started the text this way? Which details in the stories support the main idea in the text? Help students see that the author  may have started the text this way to make it more interesting. Use the Sequence Graphic Organizer on p. 88 to  help student pairs record the events that lead to a volcano eruption. \* Have student pairs choose a section in Volcanoes they find interesting. Use the Retell or Summarize routine on p. 93 to help students retell the section in the text. | **Text**:  [Volcanoes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T88-T89)](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2346)  **Videos**: [Analyze Main Idea and Details](https://www.savvasrealize.com/content/viewer/standalone/loader/view/feaa35fe-a5b4-3627-ac18-07bc2951d598/25?backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fsearch)    [Monitor Comprehension: Informational](https://www.savvasrealize.com/content/viewer/standalone/loader/view/bfe95bfa-5131-3373-b034-d567f7e8899f/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  KWLH Graphic  Organizer on p. 79  Use the Sequence Graphic Organizer on p. 88 |
| **Week 3:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Argumentative Text  *from* The Top 10 Ways  You Can Reduce Waste  Analyze and summarize  argumentative text. | What daily actions can help  reduce pollution? | **Reflective**  Direct students’ attention to the diagram on pp. 500–501 in the Student Interactive. Have students view the diagram and discuss the different forms and sources of pollution. ([TE p. 138](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2396)) | **Tier 1:**  light, clothes, sport  **Tier 2:**  analyze, summarize, argumentative  **Tier 3:**  emissions, excessive, underlie, watt, innovative |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **S:** 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  **R:** 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)  **W:** Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards. | **L:** Actively Listen for elements of argumentative texts ([TE p. T140](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2398)) ([TE p. T142](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2400))  **S:** Discussion ([TE p. T182](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2440)) and Comprehension Check ([TE p. T174](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2432))  **R:** Analyze Argument ([TE p. 180](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2438)) and Summarize Argumentative Text ([TE p. 188](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2446))  **W**: Develop Structure: Poetry  GUIDE PRACTICE Select a stanza from a poem. Write all the words without  line breaks on the board. Have student volunteers read the poem aloud.  Then ask them to suggest where breaks should be made. Reread the poem  with the indicated line breaks. Ask: Does the poem make more sense? How does it sound?  ON THEIR OWN Use the Rhythm activity on p. 215 to help students appreciate the rhythm of a poem. Then ask them to write lines for their own poems and talk about the line breaks. ([TE p. T384-400](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2644)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Use the Anchor Chart on p. 503 of the Student  Interactive to review the structures and features of argumentative texts. Reread “The New Downtown” on p. T140. Ask student volunteers to identify the most obvious statement or opinion of the  author. Then draw a T-Chart on the board with the headings “For” and “Against.” Ask students to provide statements from the text that support and oppose the closing of the downtown area to car traffic. Use some of the Classroom Academic Talk Sentence Frames on p. 176 to help students express opinions about car traffic in downtown areas.  \* Have students identify the key areas about waste  reduction, including new uses, water, energy, compost, etc. Write their  responses. Then ask students to share ideas on reducing waste under  each heading. Invite them to connect reasons with facts by using connecting words such as because and since. Have small groups of students complete the activity on p. 528 of the Student Interactive.  \*Use Opinion activity on p. 182 to help students draft an opinion for their paragraphs. Ask: Should cities fund recycling programs? Provide a sentence frame: I think/believe that  cities \_\_\_\_\_\_. Ask small groups of students to discuss the pros and  cons. Use Support an Opinion on p. 184 to help students include supporting facts in their paragraphs. | **Text:**  *[from](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)* [The Top 10 Ways](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  [You Can Reduce Waste](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T148-T149](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2406))  **Videos:**  [Analyze Argument Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/1e3c8081-6aee-37e2-9e2f-a6c077af5771/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Persuasive or Argumentative text Video](https://www.savvasrealize.com/content/viewer/standalone/loader/view/895359a5-6c38-356c-beaa-01533a6f183b/32/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  **Organizers:**  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Classroom Academic Talk Sentence Frames on p. 176  Introduce an Opinion activity on p. 182  Support an Opinion on p. 184 |
| **Week 4:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  The Himalayas  Make inferences and  explain ideas to understand  informational text. | What makes an extreme location a place to both protect and explore? | **Communicator** Direct students’ attention to the primary source on pp. 542–543 in the Student Interactive Have students read the primary source and discuss biodiversity in extreme environments. ([TE p. T206](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2464)) | **Tier 1:**  rooftop, freeze, peaks  **Tier 2:**  inferences, explain  **Tier 3:**  survey, subcontinent, plateau, altitude, erosion |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  **S:** 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.  **R:** 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)  **W:** 4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. | **L:** Listen for elements of informational text ([TE p. T208](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2466)) ([TE p. T210](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2468))  **S:** Discussion ([TE p. T242](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2500)) and Comprehension Check ([TE p. T234](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2492))  **R:** Explain Ideas([TE p. 240](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2498)) and Make Inferences ([TE p. 248](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2506))  **W**: Coherent Writing:  GUIDE PRACTICE Choose a stanza from a poem. Ask students to read it aloud. Help them provide synonyms and antonyms for some of the words. Ask them to identify the words that improve the imagery.  ON THEIR OWN As students write their poems, have them discuss and  review words with a partner. Use some of the Classroom Academic  Talk Sentence Frames on p. 174 to help them discuss what they visualize when they hear the words. ([TE p. T408-424](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2460)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Read the infographic on pp. 542-543 of the Student Interactive. Ask: Why did the National Park Service begin? How do you know? Guide students to notice the word because. Then  have students brainstorm other words that may help identify cause and effect in a text. Have students use some of the Text Structure  Sentence Frames on p. 177 to talk about the cause-and-effect structure of the text.  \*Ask students what they know or have heard about  the Himalayan region. Where is it? What is the weather like there? What  animals live there? Before reading, invite them to look at the images in the text and generate questions about the Himalayas. After students read The Himalayas, have them choose a region of the Himalayas (Outer, Lesser, or Great) and describe with  a partner its climate, animals, vegetation, and people. Use the Web  routine on p. 71 to help students record details about the region | **Text**:  [The Himalayas](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T216-T217](https://hufsd-my.sharepoint.com/personal/smestizo_hempsteadschools_org/Documents/Abel%20Erick%20Construction-%20Payment.docx?web=1))  **Videos**:  [Explain Relationships Between Ideas](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0688607d-0d98-31f4-9c2b-cd825ee67652/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Making Inferences: Informational](https://www.savvasrealize.com/content/viewer/standalone/loader/view/bbb5153e-33f7-3d00-a148-133c709dfbf7/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Text Structure  Sentence Frames on p. 177  Web routine on p. 71 |
| **Week 5:** | **My View Essential Question** | **IB Learner Profiles** | **Tiered Vocabulary** |
| Informational Text  The Himalayas  Make inferences and  explain ideas to understand  informational text. | What happens to what we throw away? | **Caring**  Illustrate: Direct students’ attention to the infographic on pp. 576–577 in the Student Interactive. Explain that the infographic combines words and pictures to provide information. Have students read the infographic and discuss the actions that they and the local community can take to preserve the ocean. ([TE p. T266](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2524)) | **Tier 1**:  sand, trash, plastic  **Tier 2**:  evidence, concepts, compare, contrast  **Tier 3**:  marred, disposable, crude oil, toxic, phenomenon |
| **Next Generation Standards** | **Language Development Activities** | **Scaffolds and Supports** | **Resources and Materials** |
| **L:** 4L3a: Choose words and phrases to convey ideas precisely.  **S:** 4SL1c: 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.  **R:** 4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)  **W:** 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources | **L**: Listen actively for important details and facts. ([TE p. T268](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2526)) ([TE p. T269](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2527))  **S**: Discussion ([TE p. T306](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2564)) and Comprehension Check ([TE p. T298](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2556))  **R**: Compare and Contrast Accounts ([TE p. 304](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2562)) and Summarize a Text ([TE p. T312](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2570))  **W**: Publish: Editing  GUIDE PRACTICE Use Description: Sensory Details with Graphic  Organizer on p. 218 to help students come up with words for their poems.  ON THEIR OWN Have students review poems with partners and decide how to use sensory words to make their images more vivid. ([TE p. T432-T448](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2520)) | TE: [Language Awareness Handbook](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%252F%252Fwww.savvasrealize.com%252Fdashboard%252Fprogram%252F5e62436a-aa03-3015-8f3c-d9a05ba22900%252F68)  \* Refer to the What Can We Do? section in the infographic on p. 577. Draw a five-column chart with Reduce, Reuse, Recycle, Write, and Dispose Responsibly as the titles and explain each term. Ask students to give ideas on how they can help the  environment. Read aloud “The Footprints Across Earth’s Back” on p. T268. Use the Problem and Solution routine on p. 82 to help students talk about the problem discussed in the text.  \* Write the following questions in the KWLH Graphic Organizer on p. 79: What is tourism? Why do people visit a place? How do people living at the place deal with trash? Help students identify and record the answers as they read.  Have student partners refer to the organizer to talk  about what they learned. | **Text**:  [Trashing Paradise and “Bye Bye Plastic Bags on Bali”](https://www.savvasrealize.com/content/viewer/standalone/loader/view/067f285e-45e4-353b-89e4-2f3023250c89/70/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68%2Ftier%2F0279f656-7b06-3f12-911b-bed585a2fde2%2F69)  Leveled Readers ([TE p. T276-T277](https://reader.savvasrealize.com/book/AXB0SO1JEK/view/single/page/2534))  **Videos**:  [Analyze Text Structures: Sequence](https://www.savvasrealize.com/content/viewer/standalone/loader/view/3a7fbfba-95bf-3a7f-a0fb-e3935cd0efde/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  [Summarize Information: Literary](https://www.savvasrealize.com/content/viewer/standalone/loader/view/4ac0bde0-e4a0-316a-b32d-484ba4dec6e5/25/nonscorable?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)    **Organizers**:  TE: ([Language Awareness Handbook)](https://www.savvasrealize.com/content/viewer/standalone/loader/view/a7535faf-e217-3ca5-942c-1f04f7b779ac/69?programId=5e62436a-aa03-3015-8f3c-d9a05ba22900&programVersion=68&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F5e62436a-aa03-3015-8f3c-d9a05ba22900%2F68)  Problem and Solution routine on p. 82  KWLH Graphic Organizer on p. 79 |
| **Summative Assessments/Task** | | | |
| **Entering and Emerging**  **Students Will:**  • research information about extreme weather.  **Compare Across Texts**  Point out examples of environmental print that relate to Earth’s Features, such as a poster showing Earth’s core or a mobile of the planets revolving around the Sun. Offer sentence starters to help students make connections. We have \_\_\_\_ in our classroom. It shows \_\_\_\_\_. This relates to what we learned about\_\_\_\_\_.  **Explore and Plan**  Offer the language structure of subject, verb, and adjective or description. Ask students to repeat a claim you read aloud that uses this structure. Assist students as they use this language structure to say or write a new claim.  **Bike Sharing – Summative Assessment**  **(**[**Summative Assessment Manual pp. 169-171**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** | | | |
| **Transitioning and Expanding**  **Students Will:**  • write an opinion article about the most dangerous environmental event.  **Compare Across Texts**  Have students work with a partner to identify and discuss examples of environmental print that relate to Earth’s Features, such as road signs notifying people of landmarks, mountains, and volcanoes. Ask: Why are these signs important?  **Explore and Plan**  Explain that students can make their claims more specific by using details to modify the simple subject-verb language structure. Have students listen as you read aloud the claims again. Then have them modify one sentence they heard by adding adjectives and other details.  **Hot Springs – Summative Assessment**  **(**[**Summative Assessment Manual pp. 172-174**](https://www.savvasrealize.com/community/program/5e62436a-aa03-3015-8f3c-d9a05ba22900/68/resources/content/2c1bf508-99ab-323e-a2cc-87d6533b2607/70)**)** | | | |