

UNIT OF STUDY

Title: Literal Details	Subject/Course: Reading Unit 1	Length: 3 weeks
Topic: Language Arts	Grade: 4	Designer: Dollinger, Reed, Tanner
UNIT GOALS AND EXPECTATIONS		
IMPORTANT CONCEPTS: <ul style="list-style-type: none"> • Literal details help the reader grasp the specific meaning of text, especially informational text • Literal details help the reader be able to compare and contrast important aspects of text, such as elements of fiction and non fiction, antagonist vs. protagonist, etc. • The fiction reading helps students identify story elements. • The non fiction reading helps students identify specific facts about people, countries, animals, etc. • Students will be able to use literal details known as context clues to determine meaning of unknown vocabulary. • Effective writers employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes. • Effective writers use complete sentences using correct grammar to convey a central message 	ESSENTIAL QUESTIONS: What do good readers do? What strategies can I use to read fluently and accurately? How can I respond to literature in a variety of ways? How does an author determine the purpose for writing? How does an author determine the audience for a piece of writing? How does an author develop a plan before beginning to write? How does drafting help an author get her/his ideas on paper? When is a piece of writing ready to share with an audience?	
STUDENT LEARNING EXPECTATIONS: R.9.4.11 Read a text for a variety of purposes R.10.4.1 Read daily R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list and estimation of text difficulty R.10.4.6 Use graphic organizers to make meaning of the reading selection R.11.4.14 Adjust reading rate according to text demands R.10.4.2 Compare and contrast fiction and non fiction R.11.4.3 Explain words with multiple meanings W.6.4.13 – Demonstrate accurate use of capital letters W.6.4.14 – Capitalize Dialogue W.6.4.2 – Eliminate run-on sentences W.6.4.8- Eliminate double negatives W.6.4.9- Use conventional spelling W.4.4.6-Create an introduction W.7.4.1-Develop a closure W.6.4.5-Subject verb agree, pronouns, and other parts		

of speech W.4.4.1-Organize writing W.4.4.2-Focus on one aspect of a topic W.6.4.21-Indicate paragraphs using indentation or block style W.6.4.1-Use a variety of sentences W.6.4.15-Use apostrophes with plural possessives W.7.4.4 –Describe characters and setting	
SPECIFIC DECLARATIVE KNOWLEDGE <ul style="list-style-type: none"> • Identify elements of fiction and non fiction texts • Identify story elements (characters-protagonist and antagonist, setting, problem, events, solution) • Identify the concepts of compare and contrast. • Identify multiple meaning words in reading and the context clues that surround these words. • Identify text features of informational text (facts, heading, subheading, guide words) • Identify complete sentences • Identify components of introductory paragraph • Understand correct standard English 	SPECIFIC PROCEDURAL KNOWLEDGE <ul style="list-style-type: none"> • Preview a variety of text • Complete graphic organizers • Sequence events • Read fluently • Compare and contrast • Determine meaning of multiple meaning words • Use facts from fiction and non fiction text to gain meaning • Infer character traits • Reflect on reading • Use apostrophes correctly • Use capitalization/punctuation correctly • Eliminate run ons/fragments • Compose introductory paragraphs • Read fluently with inflection • Use correct standard of English
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)	
Develop a character with traits-RAFT assessment Complete story maps for own self selected reading Create time line to sequence the events of a picture book. Use a Venn Diagram to compare and contrast protagonist and antagonist from self selected reading Use graphic organizers to identify character traits and support with details Use QAR strategy to convert non fiction headings, subheadings and guidewords into a study guide for social studies Write to describe how the protagonist feels about the antagonist and how the antagonist feels about the protagonist. Interpret what a character was saying and doing after reading selected pieces of dialogue Develop sentences that are of varied length, using correct English, and mechanically correct.	

Develop introductory and conclusion paragraphs	
Traditional Assessments: <ul style="list-style-type: none"> • Test over sequencing of events • Tests over the story elements of a passage both literal and application • Tests over inferring character traits • Tests over comparing and contrasting • Test over using context clues to determine meaning of multiple meaning words • Multiple choice questions in Benchmark format to assess grammar concepts • Grade on demand writing assessing Knowledge of complete sentences, with correct punctuation • TLI 	Other Evidence of Learning: Daily reflection in response journal Conferences with students Student portfolios

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> • Preview a variety of text and text structure to determine whether it is fiction or non fiction • Complete story maps that identify the characters, setting, problem, events, and solution in fiction passages • Sequence events from passages or test • Read fluently with inflection and paying attention to punctuation in the text • Develop Venn Diagrams to compare and contrast characters from stories and the elements of fiction and non fiction • Use context clues to determine the meaning of multiple meaning words in text • Use QAR (Question, Answer, Respond) to change heading, subheadings and guide words into questions that can be answered by facts from informational text (non fiction) • Infer character traits to develop a strong understanding of a character from fiction and non fiction and support each trait with facts from text • Record thoughts about fiction elements, character traits and non fiction elements in reading response log 	Anchor Books: Tales of a Fourth Grade Nothing Freak the Mighty Holes City of Ember Firegirl Surviving the Applebees Amber Brown The Day No Pigs Would Die Internet Sources: http://literature.pppst.com/storymaps.html http://languagearts.ppst.com/elements.html http://www.readwritethink.org/materials/storymap/ http://www.educationoasis.com/cirriculum/GO/character_story.htm http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams http://home.att.net/~teaching/litcircl/charat.pdf http://mrshatzi.com/files/infercharater.pdf

- Develop introductory and conclusion paragraphs

This is a 3 week unit in which students will read fiction book to increase their knowledge of story elements. Students will also read non fiction to gain knowledge of the text structure. This will build literal comprehension of text. Students will gain an understanding of the similarities and differences of non fiction and fiction texts.

The teacher will select anchor pieces to model elements of fiction and non fiction.

Students will self select fiction and non fiction text and identify elements of each. Students will generate time lines in both fiction and non fiction text.

Teacher will model how to write both introductory and conclusion paragraphs.

Students will practice writing sentences of varied length using correct grammar.

Before Reading

1. Complete an admit slip to gain an understanding of students knowledge of story elements.
2. Provide knowledge of those elements the students don't know.
3. Introduce the genres of fiction and non fiction and study the elements of each.
4. Explain the objectives of the unit to the students. Go over the assessment and the activities that will be completed. Share the rubrics with the students. Explain how to develop a character.
5. Introduce the anchor book and the genre of realistic fiction. Introduce informational texts. Do book passes so students can preview and begin developing interests in books. This will help students develop a plan for their own reading.
6. The teacher should be familiar with anchor book, venn diagram and all concepts to be taught.
7. The teacher will present a powerpoint presentation over character traits so children can gain prior knowledge.
8. The teacher will model how to compare and contrast using a venn diagram after the concepts are introduced.

During Reading

Modeled Practice

1. Begin read aloud from suggested anchor books. The teacher will model strategies of story elements, sequencing events, and using a Venn Diagram to compare and contrast. The teacher will introduce new vocabulary from read aloud and model how to use context clues to determine the meaning of multiple meaning words. The teacher will supply a

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Step Up to writing, Thesaurus, dictionary, strategies for writers, Craft Lessons By Ralph Fletcher

list of character traits to the students and students and model how to determine the character traits of a particular character and support the trait selected with facts from the book. The teacher will model the elements of non fiction from the social studies book and model how to complete QAR.

Guided Practice

2. This is done with anchor books. After having it modeled, the learner will participate in identifying story elements, sequencing, events, comparing and contrasting with a Venn Diagram. The learner will help determine the meaning of multiple meaning words using context clues. The learner will help determine character traits of a particular character and support their answers from the book. The learner will write reading responses over the anchor book. The learner will help do QAR using the social studies book as a guide. All of this may also be done in cooperative groups.

After Reading Independent

1. The learner will transfer knowledge from modeling and independent practice to determine story elements from self selected text, using story maps, complete a time line (sequencing) of the events from their text and the area of study in social studies.
2. The learner will compare and contrast the elements of fiction and non fiction text using a venn diagram.
3. The learner will compare and contrast characters from their own reading.
4. The learner will use context clues to determine multiple meaning words from their own reading and teacher selected passages. Then develop a character using the GRASP activity.
5. The learner will identify character traits of the characters from their self selected text and support those traits with details from the book.
6. In social studies, the learner will use QAR to develop their own study guide and help set a purpose for their own reading.
7. The learner will record their thoughts daily in a reading response log about their reading. Some of these will be selected by the teacher.

Students will perform various on demand writing for teachers to assess knowledge of sentences and grammar

Mini Lessons on grammar focusing on but not limited to:

<p>Capitalization, punctuation, subject/verb agreement, apostrophes, pronouns, article adjectives</p> <p>Daily journal writing to practice learned material</p> <p>Students will practice analyzing questions (Benchmark Style) to edit and revise</p> <p>Model writing introductory paragraphs. Slowly release students after mini lessons to write their own paragraphs.</p> <p>Students will work together to revise on demand writing focusing on complete sentences and correct grammar</p>	
Career Connections	
<p>Invite an author, a newspaper journalist, or someone in advertising to share why they write, and the things they include in their writing.</p> <p>Another possibility is to invite a member of the Chamber of Commerce to come share their brochure about Lonoke.</p>	