

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

4th Grade

Unit of Study: Reading - How Themes Communicate Different Messages; Writing – Personal Narrative (Character and Author’s Message)

Pacing: Instruction – 25 days; Reteaching – 5 days

Overarching Common Core State Standards:

- CC.4.R.L.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC.4.R.L.2: Determine a theme of a story, drama or poem from details in the text; summarize the text.**
- CC.4.R.L.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **CC.4.R.L.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.**
- **CC.4.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.**
- CC.4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Overarching CT Standards/Grade Level Expectations:

- CT.4.R.19: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- CT.4.R.20: Before and During Reading—Summarize information to maintain focus and provide clarity.
- CT.4.R.23: After Reading—Summarize information, including main idea, most important text-based facts, details and/or ideas.
- CT.4.R.25: After Reading—Infer characteristics, setting, plot events, theme and conflict.
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- CT.4.W.36: Write a personal narrative in own voice.
- CT.4.W.27: Choose an appropriate written, oral or visual format based on task, audience and purpose.

Priority Standards:

- **CC.4.R.L.2: Determine a theme of a story, drama or poem from details in the text; summarize the text.**
- **CC.4.R.L.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**
- **CC.4.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.**
- **CC.4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. CT.4.W.36: Write a personal narrative in own voice.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

| Concepts (What Students Should Know) | Skills (What Students Should Be Able To Do) | Bloom’s Revised Taxonomy Level |
|---|--|---|
| Theme of a story, drama or poem | Determine | Understanding |
| Text | Summarize | Understanding |
| Themes, topics and patterns of events | Compare and contrast | Analyzing |
| Characters, setting, plots, themes, conflicts and points of view of multiple texts. | Compare and contrast | Analyzing |
| Using effective technique, details and sequence. | Write narratives | Creating |
| Appropriate to task, purpose and audience | Produce writing | Creating |
| In own voice | Write personal narrative | Creating |

| Essential Questions | Big Ideas |
|---|--|
| What is a theme? How does the theme help you to understand the story? | Authors use themes to communicate different messages or ideas about real life situations. |