

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 5

4th Grade

Unit of Study: Reading - A Closer Look at Story Elements and Structure in Multiple Genres; Writing – Performance, Poetry and Drama
Pacing: Instruction – 20 days; Reteaching – 3 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.3: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions).**
- **CC.4.R.L.5: Explain major differences between poems, drama and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.**
- **CC.4.R.L.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**
- **CC.4.W.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

Overarching CT Standards/Grade Level Expectations:

- **CT.4.R.22: After Reading—Explain steps in a process.**
- **CT.4.R.25: After Reading—Infer characteristics, setting, plot events, theme and conflict.**
- **CT.4.R.24: After Reading—Describe the components of setting, e.g., time, location, descriptive surroundings.**
- **CT.4.R.26: After Reading—Identify and explain the elements of particular literary forms, e.g., poetry, short story, biography, journalistic writing, narrative.**
- **CT.4.R.28: After Reading—Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and points of view.**

Priority 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.5: Explain major differences between poems, drama and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.**
- **CC.4.R.L.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**
- **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.9: Draw evidence from literary and information texts to support analysis, reflections and research.**

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 |
|---|--|---|
| Explicit textual references vs. inferences | Refer to text when explaining | Understanding/Analyzing |
| Major differences between poems, drama and prose | Explain | Analyzing |
| Structural elements of poems and drama | Refer when writing and speaking | Understanding |
| Text vs. visual/oral presentation | Make connections | Analyzing |
| Characters, settings, plots, themes, conflicts, points of view of multiple texts. | Compare and contrast | Analyzing |
| Support analysis, reflections and research | Draw evidence | Analyzing |

| Essential Questions | Big Ideas |
|--|---|
| How are story elements and structure related to specific genres? | Genres (poetry, drama, prose) have specific story elements and structures that help the reader to recognize the differences between genres. |