

## UNIT 2

<b>Course:</b> Language Arts/Science/SEL	<b>Grade Level:</b> 4th Grade
<b>Unit Title:</b> Examining Structures - Building Blocks of Life	<b>Length of Unit:</b> Until the end of the first trimester - Approximately 5 weeks
<p><b>Unit Summary:</b> Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they will describe how an animal receives different types of information using their senses. Students will use reading strategies to read a wide range of text in which they will be able to describe story elements (ie character, setting) and overall structure of a text (ie chronology, comparison, cause and effect etc) in order to further understand the main idea, drawing on specific supporting details. Students will use the writing process to create a well sequenced narrative that develops experiences and characters through the use of dialogue, detailed descriptions and transitional words that ends with a conclusion that follows the events or experiences.</p> <p><b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to be self-aware of emotions and behavior in order to establish and maintain positive relationships in the classroom, home, and the community.</p>	
<b>Stage 1- Desired Results</b>	
<p><b>STANDARDS</b></p> <p><b>Priority:</b> <b>Science:</b> 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.</p> <p><b>Language Arts:</b> RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RI.4.2: Determine the main idea of a text and explain how it is</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: Use models to analyze how organisms adapt, as well as, receive, process, and respond to information through the senses.</b></p> <p><b>TG2: Read and analyze a wide range of texts and draw on details to describe story elements, determine a text's theme or main idea, and/or recount what happened and why it happened when explaining events, procedures, ideas, or concepts in a text.</b></p> <p><b>TG3: Write and publish a narrative about a real or imagined experience that incorporates narrative techniques (e.g., dialogue, description, and pacing).</b></p>

supported by key details; summarize the text.	Meaning	
<p><b>RL.4.3:</b> 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).</p> <p><b>RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>A.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>B.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>C.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>D.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>E.</b> Provide a conclusion that follows from the narrated</p>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. <i>(A system can be described in terms of its components and their interactions)</i></p> <p><b>EU2:</b> Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. <i>(Cause and effect relationships are routinely identified)</i></p> <p><b>EU3:</b> Authors of literary and informational texts include details that help readers make meaning of the text); effective readers use key details to identify the main topic, theme or central idea(s) of a text.</p> <p><b>EU4:</b> Effective readers develop effective summaries that capture the main ideas of informational text(s) and the central idea or theme of literary texts.</p> <p><b>EU5:</b> Effective readers use specific details from a literary text to support their thinking about characters, settings or events.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> How do internal and external structures support the survival, growth, behavior and reproduction of plants and animals?</p> <p><b>EQ2:</b> How do animals process and respond to different information in their brains?</p> <p><b>EQ3:</b> How do you determine a text's theme or main idea?</p> <p><b>EQ4:</b> What does it mean to effectively summarize a text?</p> <p><b>EQ5:</b> How does one or more of the story elements affect a text? <i>What is the impact of a character, setting, or event on the text?</i></p>

<p><b>experiences or events.</b></p> <p><b>SEL:</b>  <b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p>	<p><b>EU6:</b> Authors of informational text include specific information to explain events, procedures, ideas and concepts and why they occur; effective readers understand these relationships and use this information to make sense of what they read.</p> <p><b>EU7:</b> Narrative writing includes details, and clear event sequences.</p> <p><b>EU8:</b> Developing self-awareness of our emotions and how we manage these informs decision making.</p>	<p><b>EQ6:</b> How does language and organization help me make sense of a text? <i>How does the way in which an author organizes information help me understand what I read?</i></p> <p><b>EQ7:</b> How do writers create a well-sequenced narrative about real or imagined events?</p> <p><b>EQ8:</b> Why should we pay attention to (be aware of) our emotions and how we manage these?</p>
<p><b>Supporting:</b>  Science:  4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p>4-PS4.2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>Language Arts:  RL.4.5: 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, settings, descriptions, dialogue, stage directions) when writing or speaking</p>	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Science</b>  <b>K2:</b> An object can be seen when light reflected from its surface enters the eyes</p> <p><b>K3:</b> Internal and external structures of plants and animals</p> <p><b>Language Arts/Digital Literacy</b>  <b>K4:</b> Reading strategies</p> <p><b>K5:</b> The structure of narrative writing (descriptive details and clear event</p>	<p><a href="#">Year-Long English/Spanish “I Can” Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Science</b>  <b>S1:</b> I can use a model to test interactions concerning the functioning of a natural system.</p> <p><b>S2:</b> I can construct an argument with evidence, data, and/or a model.</p> <p><b>S3:</b> I can develop a model to describe phenomena.</p> <p><b>Language Arts/Digital Literacy</b></p>

<p>about a text.</p> <p>RI.4.5: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.</p> <p>RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>sequences)</p> <p><b>K6:</b> The writing process</p> <p><b>K7:</b> How to be a responsible digital citizen</p> <p><b>K8:</b> Literary techniques (e.g., dialogue, description, pacing)</p> <p><b>SEL</b></p> <p><b>K9:</b> Self-management skills for achieving school and life success</p>	<p><b>S4:</b> I can explain how the main idea is supported by details. (RI.2)</p> <p><b>S5:</b> I can provide specific details when describing a character, setting or event in a story. (RL.3)</p> <p><b>S6:</b> I can explain what happened and why it happened using evidence from the text. (RL.3)</p> <p><b>S7:</b> I can use specific details from literary text to describe in depth a character, setting, or event in a story or drama. (RL.3)</p> <p><b>S8:</b> I can use information about events, procedures, ideas, or concepts taken directly from informational text to recount what happened and why. (RI.3)</p> <p><b>S9:</b> I can write narratives about real or imagined experiences using sensory details and story structures that make clear what is happening and who is involved. (W.3)</p> <ul style="list-style-type: none"> <li>• I can arrange events into authentic sequences that unfold naturally.</li> <li>• I can add dialogue, pacing, and description to bring the story and its characters alive.</li> <li>• I can use transitional words, phrases, and clauses to sequence events.</li> <li>• I can give the story an ending that makes sense and provides a satisfying conclusion.</li> </ul>
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