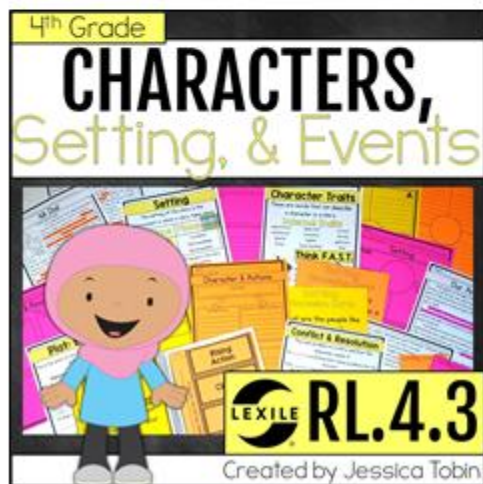


# RL.4.3

This ELA unit provides resources to use while teaching the standard **RL.4.3**, which states that students will be able to **"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)."**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Lexiled™ Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

### Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Lexiled™ Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

# Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

The image displays a collection of educational cards for mini-lessons. The cards are organized into several categories:

- Setting:** Includes cards like "Setting Card #1" (Sophia and her grandmother stopped to ask someone where the park was), "Setting Card #2" (Benjamin walked into the room. He was so excited to see The Declaration of Independence), "Setting Card #3" (Present Day), "Setting Card #4" (Spanish), and "Setting Discussion Card" (How did the setting affect the story?).
- Character Traits:** Features "Character Card #1" (Quentyn did his homework every afternoon as soon as he got home. He made sure it was finished before football practice and before he went outside to play with his friends) and "Character Card #2" (Sophia was nervous about the new school). It also includes a "Character Traits" card with a list of words: adventurous, mischievous, playful, brave, observant, innovative, helpful, and brave.
- Conflict & Resolution:** Contains "Conflict & Resolution" cards, including "Conflict vs. Character" and "Conflict vs. Character" cards. It also features a "Conflict & Resolution" card with a definition: "A conflict is something that causes problems for the character. The resolution is how the character solves the problem."
- Plot Component Cards:** Includes "Plot Component Cards" for "Introduction" (We are introduced to the setting, main characters, and the problem), "Rising Action" (The events that lead to the main conflict), and "Falling Action" (The main conflict is resolved). It also features a "Plot Component Cards" card with a diagram of a plot arc: 1. Introduction, 2. Rising Action, 3. Climax, 4. Falling Action, 5. Resolution.
- Plot:** Includes "Plot: Events in a Story" cards, such as "Plot: Events in a Story" (Title: \_\_\_\_\_, Draw a picture of the resolution) and "Plot: Events in a Story" (Title: \_\_\_\_\_, Draw a picture of the resolution).

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# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers, task cards, and interactive notebook templates** to use with any read-aloud or independent practice text.

**Task Cards for Any Text**

**Instructional Passages**

**Our America**  
Name: \_\_\_\_\_ 620L  
I am proud to be an American because...

**My First Flight**  
Name: \_\_\_\_\_  
to stay distracted with his new RoboDor heard a ding and a flight attendant came above his head.

**Out to the Woods**  
Name: \_\_\_\_\_ 790L  
"But how will I charge my phone?" Kristen asked her packed their bags for a spring camping trip.

**Visiting the Zoo**  
Name: \_\_\_\_\_ 870L  
Today was Broder's favorite day. Broder's mother, Laura, is a zookeeper. Center Broder had been waiting all year enough to be a part of "Wildlife Week."

**Town Mouse & Country Mouse**  
Name: \_\_\_\_\_ 910L  
There once was a Town Mouse who was invited to the country. Now, Town Mouse was accustomed in life, but he wanted to spend time with his friend, Country Mouse.

**Task Card 1**  
Card 1

**Task Card 2**  
Card 2  
Explain how the setting affected the story.

**Task Card 3**  
Card 3  
What feelings does the character have that support those traits?

**Task Card 4**  
Card 4  
What action did the character do to support those character traits?

**Task Card 5**  
Card 5  
What is the setting in the story?

**Task Card 6**  
Card 6  
What feelings does the character have that support those traits?

**Task Card 7**  
Card 7  
What action did the character do to support those character traits?

**Task Card 8**  
Card 8  
What is the setting in the story?

**Task Card 9**  
Card 9  
What is the resolution? Describe the relationship between the events (plot) in the story?

**Task Card 10**  
Card 10  
What is the setting in the story?

**Task Card 11**  
Card 11  
What was the resolution in the story?

**Task Card 12**  
Card 12  
Describe the relationship between the events (plot) in the story.

**Character Profile: RoboDor**  
Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Color: \_\_\_\_\_  
Height: \_\_\_\_\_  
Weight: \_\_\_\_\_  
Likes: \_\_\_\_\_  
Dislikes: \_\_\_\_\_  
Special Abilities: \_\_\_\_\_  
Personality: \_\_\_\_\_

**Space Exploration Page**  
Name: \_\_\_\_\_  
Covered in rings and craters, I see the planet. I couldn't wait to get off the rocket and go explore some more. He pointed to a clear lake. I stepped into my gear. We exited the spaceship off hot and were greeted with a cheer. I couldn't believe what I saw. I wanted it to be true. The aliens were bowing low, and I approached the crowd. It seemed as if I were there King. They cheered very loud. "Sleep Stop Be Bow Be Bow Be Bow" But it was now a scream. Now light, and dark and light again. My eyes were opening. Aw, no! I thought disappointed. It was just a dream.

# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

The collage features several overlapping templates:

- Character F.A.S.T.:** A graphic organizer with sections for Feelings, Actions, and Speech.
- All About My Character:** Multiple versions with fields for Name, Title, Character, and questions about actions and traits.
- Conflict & Resolution:** A template for analyzing the central conflict and its resolution.
- Plot:** A template for describing the sequence of events in a story.
- Interactive Notebook Templates:** Pages with flaps and boxes for identifying character traits, actions, and challenges.

**Graphic Organizers**

**Interactive Notebook Templates**

# Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

## What you need:

- A Google Classroom account

## What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

## Options for sharing:


- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

### All About My Character

Character's name:

Identify a character trait. Explain with evidence from the text.	
What is one action character did? What motivated him or her to do this?	
How does the character feel in the story? Explain.	

**Graphic Organizers**



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### My First Flight

680L

Braxton sat nervously in the waiting area of Chicago International Airport. He and his family were going to be flying to Florida for a family vacation. Braxton had never been on a plane before and he was starting to feel very anxious.


"We will now begin boarding for Flight WR277 with service to Orlando," a man called over the speaker. Braxton's parents began gathering their belongings and double-checking their boarding group number. They made their way toward the security area where they would scan their tickets before entering the plane.

"Now boarding," the man called out. Braxton and his family moved into the line. Braxton was nervous, but he followed his parents. He got down the stairs and into the plane. He searched the room for an empty seat. When he looked up, he saw a man entering the jet way and then down the stairs. He called out, "Hey, Bud, I am right here," his dad said from his side. *Whew!* Braxton thought, feeling relieved.

The two entered the plane and found their seats. They placed their luggage in the compartments above the seats.

It took about twenty minutes for everyone to load onto the plane and take their seats. Braxton was able to stay distracted with his new

**Instructional Passages**



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# Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

The collage features several overlapping documents:


- Reading Passage:** Titled "The Ship of Dreams" (70L), it describes Eleanor and Oscar's journey on the Titanic. Key paragraphs include:
  - "Eleanor and Oscar Rablatal stepped onto the deck. They were making their way onto the Titanic, also known as the 'Unsinkable Ship'. Eleanor and Oscar's parents had bought tickets for this ship so that they could have a better life in America."
  - "After finding their second-class room and stowing their luggage, Eleanor and Oscar went to explore the ship. They roamed the halls and courtyards. They explored the deck and the cafeteria and then they came to a door marked 'First-Class Passengers Only'. So, they turned around and went back to their rooms."
  - "Four more days on the ship had passed and curiosity any longer. He just had to know what was behind that door. Eleanor came with him. 'We shouldn't do that, Oscar. Oscar's efforts prevailed. They told their parents they were going to see their grandparents. When they approached the door, some people were still closing. Oscar reached forward and grabbed the handle. There were chandeliers and velvet drapes, a grand staircase, and the most beautiful clothes. Eleanor and Oscar stuck out like sore thumbs. All of a sudden, the children felt a strong vibration. The gymnasium began murmuring and the first-class passengers through a hallway and a member say that the ship had struck an iceberg. 'OH NO! Mother and Father!' They heard their way back to the second-class cabins, but Oscar and Eleanor were separated from their parents. They were lowered to the ocean and were streaming down Eleanor's face, she cried 'We've gone where we weren't allowed!' Oscar put his arms around her. 'Oscar! Eleanor!' They heard their parents calling their names. They stood in the boat and searched the distance in a neighboring safety boat was their mother's relief had come over all four of their faces."
- Assessment Worksheet 1 (Left):** Titled "Characters, Setting, & Event Assessment", it includes questions like:
  - 1. Which of the following is NOT an element of the plot?
    - a) Theme
    - b) Falling Action
    - c) Climax
    - d) Resolution
  - 2. What is the setting?
    - a) The location of the story
    - b) The time period of the story
    - c) The weather and surroundings of the story
    - d) All of the above
  - 3. Describe how you can determine a character's traits.
  - 4. What is the relationship between the characters in the story?
- Assessment Worksheet 2 (Right):** Titled "Characters, Setting, & Event Assessment", it includes questions like:
  - 6. What was the climax in the story?
    - a) When the kids went through the first class door
    - b) When the people began murmuring
    - c) When they boarded the ship
    - d) When the two kids knew they been separated from their parents
  - 7. What was the conflict in the story and how was it resolved?
  - 8. What is the setting in "Ship of Dreams" and how does it affect the story?
  - 9. Describe how the events affected Oscar and Eleanor.
  - 10. Describe Oscar or Eleanor using two character traits. Use evidence to support your answer.
- Key Provided for Assessment:** A large yellow banner with black text that reads "Key Provided for Assessment".

# Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

## Literature Domain

4<sup>th</sup> Grade Reading Literature  
**RL BUNDLE**



4<sup>th</sup> Grade **INFERENCES & DETERMINING THEME**  
Details in Fiction & Summarizing

4<sup>th</sup> Grade **CHARACTERS, UNKNOWN WORDS, POETRY, DRAMA,**  
Setting, & Events & Context Clues & Prose

4<sup>th</sup> Grade **COMPARING MEDIA & TEXT COMPARE & CONTRAST**  
Point of View Connections Fiction Texts

Created by Jessica Tobin

## All 6 ELA Domains

# ALL-YEAR ELA 4<sup>th</sup> Grade

**4<sup>th</sup> Grade Language BUNDLE**

**4<sup>th</sup> Grade RL Literature BUNDLE**

**4<sup>th</sup> Grade RI Informational BUNDLE**

**4<sup>th</sup> Grade Speaking & Listening BUNDLE**

**4<sup>th</sup> Grade Foundational Skills BUNDLE**

**4<sup>th</sup> Grade Common Core Writing BUNDLE**

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-or-