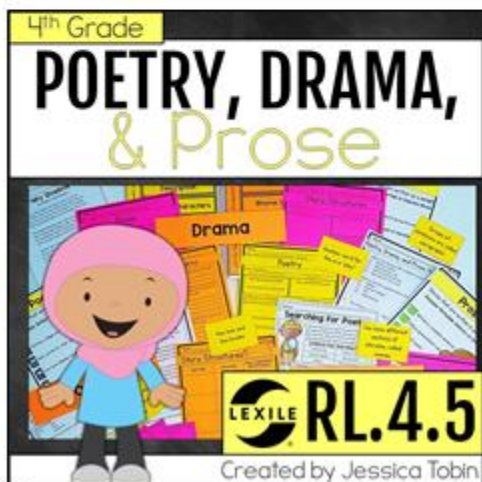


# RL.4.5

This ELA unit provides resources to use while teaching the standard **RL.4.5**, which states that **students will be able to "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 about a text."**



## 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.

## Prose

Stories that are written in paragraphs.  
Purpose: Persuade, Inform, or Entertain

- Written in complete sentences
- Follows grammatical rules
- Series of events
- Dialogue in "quotation marks"

Names: \_\_\_\_\_

### Searching for Prose

You and your team are on a quest for prose text! Search within your classroom library for books that show evidence of prose structure. When you locate proof, label it with a sticky note and record it here on your evidence sheet.



Text # | Title \_\_\_\_\_

Evidence \_\_\_\_\_

## Poetry

Stories that are written in stanzas.  
Purpose: Entertain or Express Mood

- Written in stanzas
- Sound
- Rhythm, meter
- Figures of grammar

Names: \_\_\_\_\_

### "My Shadow"

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head,  
And I see him jump before me, when I jump into my bed.

The Funniest Shadow in the Land

Names: \_\_\_\_\_

### Searching for Poetry

You and your team are on a quest for poetry text! Search within your classroom library for books that show evidence of poetry structure. When you locate proof, label it with a sticky note and record it here on your evidence sheet.



Text # | Title \_\_\_\_\_

Evidence \_\_\_\_\_

## Drama

Stories that are written as a script.  
Purpose: Entertain or Express Mood

Has lines and line breaks

Groups of sentences are called paragraphs

Can have different sections of storyline, called scenes

Can have a rhythm or beat

The successive order is shown with chapters.

The successive order is shown with scenes.

Expresses mood or shares feelings

Follows rules of grammar

LINES  
a group of words together in one line a poem

Names: \_\_\_\_\_

### Searching for Drama

You and your team are on a quest for drama! Search within your classroom library for books that show evidence of drama structure. When you locate proof, label it with a sticky note and record it here on your evidence sheet.



Text # | Title \_\_\_\_\_

Evidence \_\_\_\_\_

### Scene 3 "The Wizard of Oz"

Setting: Cornfield along the yellow brick road

CURTAIN OPENS: Cornfield is center stage with the Scarecrow in the middle of it. The Scarecrow is dressed in old clothes with a rope belt. Dorothy enters stage right on the road of yellow brick. The road crosses in front of the cornfield. Dorothy stops near the Scarecrow and sits on a fence or stump.

Intended to be performed

Uses words for their sound

Action is shown through stage directions

Purpose can be to entertain, inform, or persuade

Intended to be read aloud

Doesn't have to follow rules of grammar

Has a cast of characters

Begins with a setting and description

Poetry

Drama

### "Wizard of Oz"

Names: \_\_\_\_\_

Analyze the drama, by completing the following:

- Underline the setting.
- Draw a red bracket.
- What is the difference between the two?
- Box one line of dialogue.
- Respond below: Why do you think the characters listed at the top of the page are important?
- Highlight all stage directions.
- Respond below: What startled Dorothy almost split her head?
- Underline evidence.
- Compare and contrast the two dramas.
- What are the similarities and differences?

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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.

**Instructional Passages**

**Task Cards for Any Text**

Card 1

Which type of text did you

poem, drama?

Card 2

What elements helped you determine the structure?

Card 5

Card 6

the text?

Card 7

What was the mood of the text?

Card 8

Summarize the text.

Card 11

What is prose and how can it be organized?

Card 12

What is a drama and how can it be organized?



# 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 templates:

- Story Structure:** A template for analyzing a story, including sections for title/author, characters, setting, and plot.
- About My Story:** A template for students to describe a story they have read or written, including sections for title/author, setting, character, and plot.
- Prose:** A template for analyzing a prose text, including sections for title/author, setting, character, and plot.
- Poetry:** A template for analyzing a poem, including sections for title/author, setting, character, and plot.
- Drama:** A template for analyzing a drama, including sections for title/author, setting, character, and plot.
- Graphic Organizers:** Various templates for organizing information, including story arcs, character profiles, and plot diagrams.
- Interactive Notebook Templates:** Templates for creating interactive notebooks, including sections for title/author, setting, character, and plot.

Two large yellow diagonal banners are overlaid on the collage:

- Graphic Organizers**
- Interactive Notebook Templates**

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# 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.

Story Structure 		
Text Title	Structure	How I Identified the Structure

**Graphic Organizers**

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Washington <span>1000000</span>	
<p>By: Nancy Byrd Turner</p> <p>He played by the river when he was young. He raced with rabbits along the hills. He fished for minnows, and climbed and swung. And hooted back at the whippoorwills. Strong and slender and tall he grew And then, one morning</p> <p>Over the hills the sun Over the river's shining He said that the bugles He knew that his country And he answered, "Come," and marched away For many a night and many a day.</p>	<p>Perhaps when the marches were hot and long He'd think of the river flowing by Would hear the whippoorwill's far-off song. Or, camping under the winter sky, Boy or soldier, in peace or war, His heart would be true.</p> <p><b>Instructional Passages</b></p>  <p><small>©2015 Telen, Elementary Next</small></p>

# 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.

Sample assessment questions and answers for the poem "Bed in Summer" by Robert Louis Stevenson.

**Poem: Bed in Summer**  
by Robert Louis Stevenson

Excerpt from *Snow Day*  
I wake up to the sound of cheering and laughing. It was my little brother and sister and they must've been checking the news for Snow Day announcements. I thought back to how exciting it was last year when I could go to school in the snow. I hoped out of bed and ran downstairs to the living room. I saw my little brother and sister sitting on the floor, watching the news. I ran over to them and they were laughing. I saw the news anchor saying, "Snow Day! Snow Day! Snow Day!" I ran back to my room and pulled out my winter clothes. I ran back to my room and pulled out my winter clothes. I ran back to my room and pulled out my winter clothes.

**Questions:**

- Which of the following is NOT a characteristic of poetry?  
a) Written in stanzas  
b) Follows grammar rules  
c) Can have rhythm and meter  
d) Uses words for their sound
- What can you find in a poem?  
a) Dialogue  
b) Character thoughts  
c) Title  
d) Stage directions
- How is the action structure in the poem?  
a) In prose  
b) In dialogue  
c) In stage directions  
d) In all of the above
- What is a stanza?

**Answers:**

- c) Can have rhythm and meter
- a) Dialogue
- d) In all of the above
- What is a stanza?

**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**

**LEXILE**

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

-or-

## All 6 ELA Domains

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

4<sup>th</sup> Grade **Language BUNDLE**  
Language Skills  
Language: Vocabulary

4<sup>th</sup> Grade **RL Literature BUNDLE**  
INFERENCES & DETERMINING  
CHARACTERS, WORDS & PHRASES, POEMS, DRAMA,  
COMPARING MEDIA AND TEXT, COMPARING

4<sup>th</sup> Grade **RI Informational BUNDLE**  
INFERENCES & MAIN IDEA & Key Details  
UNKNOWN WORDS & PHRASES, TEXT, FIRST AND SECOND HAND  
IMAGES IN AN INFORMATIONAL TEXT, AUTHOR'S PURPOSE & Integrating Information

4<sup>th</sup> Grade **SPEAKING & Listening**

4<sup>th</sup> Grade **Foundational Skills BUNDLE**  
FOUNDATIONAL SKILLS: Fluency  
Phonics and Word Recognition

4<sup>th</sup> Grade **Common Core WRITING BUNDLE**  
Writing: Narrative, Writing: Expository, Writing: Persuasive

Created by Jessica Tobin