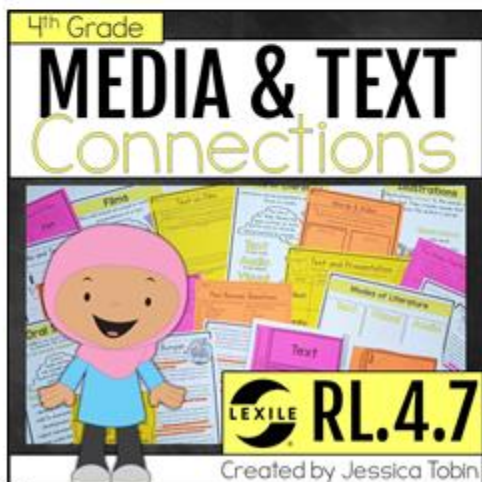


RL.4.7

This ELA unit provides resources to use while teaching the standard **RL.4.7**, which states that **students will be able to "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."**



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.

[illegible]

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

Card 1
*Find a story that has a...

Card 2
Read the story
What details describe the setting?

Card 6

Card 7
Watch the video/visual
How is the setting shown?

Card 11
Compare the two versions of the story. How are they alike?

Card 12
Contrast the two versions of the story. How are they different?

Card 8
event in the story? How is it described?

Card 9
How is the mood or tone shown in the visual?

Card 10
event in the story? How is it described?

Card 13

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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.

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.

Connecting Text & Film	
Text	Film
	
Did the setting from the film match the setting from the text? Explain.	
How did the film represent the text in the way you imagined? Explain.	
Does the film represent the text in the way you imagined? Explain.	
Does the film represent the text in the way you imagined? Explain.	

Graphic Organizers

©Teresa Telen Elementary

Paul Bunyan	
<p>Long ago, in the wooded forests of North Dakota, there lived a legendary logger by the name of Paul Bunyan. He wasn't your average lumberjack, not in skill, and most definitely not in size.</p> <p>Paul stood as tall as the trees that he chopped down, over 60 ax handles high! He always carried a double-bladed ax and donned a thick flannel shirt with buttons made from wagon wheels! Paul was enormous!</p> <p>Paul was extremely efficient with his ax, so all of the surrounding logging camps were "Paul" and he would come bounding through the trees and be cut down.</p> <p>He spent a month chopping down trees. After just a few days, Paul had finished chopping out toward the horizon, there wasn't a tree as far as the eye could see. Farmers were thankful to have flat land to grow their corn and wheat. However, Paul loved working and unfortunately, there weren't any trees left in North Dakota.</p> <p>Subsequently, Paul heard that there were thousands of acres to be cleared in Minnesota. So, he swung his ax over his shoulder and began his journey east.</p>	

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 displays several sample assessment items:

- Media and Technology:** A section titled "Media and Technology" with a question: "Describe how audio elements are used in the story." It includes a small icon of a person wearing headphones.
- Reading Passage: The Story of Keesh**

Early next morning, Keesh walked into the village. Across his shoulders was fresh meat. "Go you men, with dogs and sleds. Follow my footsteps. There is much meat on the ice. A she-bear and her two cubs happy Keesh, trying to be a man, said to her, "Come, Deega, I shall sleep for I am tired!"

There was much talk after Keesh went to his igloo. The dangerous. But it was three times more dangerous to kill a man did not believe Keesh had done so. But the women part. At last the men agreed to go for the meat that was happy. One said that even if Keesh had killed the bear, he was not a man. But when the men arrived, they found that Keesh had not done it. He was just like a grown hunter.

On his next hunting trip, Keesh brought back two cubs, even more. The people began to talk of magic and spirits," said one. "Maybe his father's spirit helps him to continue to bring meat to the village. Some people think was even talk of making him chief, after old Kish-ka-wah come to council meetings. But he never came.

"I would like to build an igloo," Keesh said one day hunting. So it would be just of the men and women of my igloo." And the igloo was built.

One day Ugh-ligh told to Keesh, "It is said that they help you kill the bear." "Is not the meat good?" Keesh said. "The village yet become sick after eating it? How do you say it because I am a good hunter?" Ugh-ligh said.

Again, there was a great noise. A band of gang had no food of it. "Never shall I speak in the council again," Keesh said. "I need your meat very long!"

The next day Keesh started hunting and the laughter followed him. The next day Keesh started hunting and the laughter followed him. The next day Keesh started hunting and the laughter followed him. The next day Keesh started hunting and the laughter followed him.
- Multiple Choice Questions:**
 - 3. Which mode typically most description?
 - a. Audio
 - b. Text
 - c. Visual/Film
 - d. All of the above
 - 5. How old is Keesh when he decides to go hunting?
 - a) 11
 - b) 12
 - c) 13
 - d) 14
 - 6. The illustration connects to the text because it shows how _____ Keesh is.
 - a) strong/tough
 - b) brave/courageous
 - c) wise/smart
 - d) determined/dedicated
- Short Answer Questions:**
 - 8. Describe how the final illustration connects to the words of text. What illustration used at the end of the story?
 - 9. What does the phrase "Today the village, stuff yourself with the bear" tell us about the village and the council?
 - 10. What is the theme of "The Legend of Keesh"? Use details and examples to support.
- Key Provided for Assessment:** A large yellow banner with the text "Key Provided for Assessment" in bold black letters.

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

4th Grade Reading Literature
RL BUNDLE

LEXILE

4th Grade **INFERENCES & DETERMINING THEME**
Details in Fiction & Summarizing

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

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

Created by Jessica Tobin

-or-

All 6 ELA Domains

ALL-YEAR ELA
4th Grade

4th Grade **Language BUNDLE**
Language Skills
Language: Vocabulary

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

4th Grade **RI Informational BUNDLE**
INFERENCES & DETERMINING, MAIN IDEA & Supporting Details, TEXT, FIRST AND SECONDHAND
ACCOUNTS, IMAGES IN AN INFORMATIONAL TEXT, AUTHOR'S PURPOSE & Integrating Information

4th Grade **SPEAKING & Listening**
FOUNDTIONAL SKILLS: Fluency

4th Grade **Foundational Skills BUNDLE**
FOUNDTIONAL SKILLS: Fluency

4th Grade **Common Core WRITING BUNDLE**
Writing, Writing, Writing

Created by Jessica Tobin