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| **Objectives**  Unit 2:  Literature Settings: Weather Or Not  **4**  **==** | **Key Vocabulary** | **Additional Required Components**  **Essential Questions:**   1. How does the author’s use of setting affect the plot of a story? 2. How does weather affect people, decisions, and the world? | **Required Assessments** | **Resources** |
| 1. Analyze story settings and determine the way the author’s use of setting affects a story. 2. Write a response wherein an opinion is formed and supported using various facts and reasons. 3. Research the positive and negative effects of weather on a region and make connections between what is learned through research and what is learned through analysis of literature. 4. Write an informational essay which includes facts obtained through research and examples from literature. 5. Recite poetry written in different styles fluently using appropriate expression and pace. 6. Identify similes and metaphors in texts read. 7. Use common affixes and roots as clues to the meaning of a word (ex: de-, over-, mis-, non-, under-, bi-, tri-, oct-, -or, -tion, -al, -ial, -ness, -arium). 8. Explain the meaning of simple similes and metaphors in context. 9. Correctly use frequently confused words. 10. Use context, such as definitions, examples, and restatements in the text) as a clue to the meaning of a word or phrase. | **Context**  **Fluency**  **Forecast**  **Metaphor**  **Opinion**  **Pacing**  **Phenomena**  **Prefix / Suffix**  **Prediction**  **Regions**  **Setting**  **Simile**  **Support**  **Textual Evidence**  **Weather Phenomenon** | **Mini-Lessons**  L.4.1, L.4.1g, L.4.4, L.4.4a, L.4.4b,  L.4.5, & L.4.5a  **Weather Matrix**  RI.4.4, RI.4.3, RI.4.4, RI.4.7, RI.4.9 , RF.4.4, RF.4.4a, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, & SL.4.1d  **Literary Graphic Organizer**  RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RF.4.4a, RF4.4b, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, & SL.4.1d  **H – Chart**  **Compare & Contrast 2 Settings**  RL.4.1, RL.4.3, & RL.4.5  **Group H-Chart**  **Compare & Contrast**  **Weather Forecasting & Reading**  SL.4.1, SL.4.1a, SL.4.1c, SL.4.1d, & SL.4.1e  **Setting Changes Everything**  RL.4.3, W.4.9, & W.4.9a  **Poetry Recitation**  RF.4.4, RF.4.4a, RF.4.4b  **Weather Forecast**  RI.4.7, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e,W.4.4, W.4.5, W.4.7, W.4.8, SL.4.4, SL.4.6, L.4.1, L.4.2, L.4.3, & L.4.6  **Figurative Language T-Chart**  RL.4.1, RF.4.4, RF.4.4a, RF.4.4b, L.4.5, L.4.5a, L.4.5b, L.4.5c, & L.4.6  **Mechanics / Grammar Wall**  L.4.1, L.4.2, L.4.3  **Vocabulary / Word Wall**  L.4.4, L.4.4a, L.4.4b, L.4.4c | **Informational Essay**  **Seasonal Effects**  RL.4.1, RI.4.7, RI.4.9, W.4.2, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e,W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9a, W.4.9b, SL.4.6, L.4.1, L.4.1, L.4.1c, L.4.1d, L.4.1f, L.4.2, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3, L.4.3b, & L.4.6  **Most Dangerous Region**  **Opinion Writing**  W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, SL.4.6, L.4.1, L.4.1, L.4.1c, L.4.1d, L.4.1f, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.3b, & L.4.6  **Unit 2 Assessment**  **Modified RESA Testlet**  RL.4.1, RL.4.3, RL.4.4, RI.4.1, RI.4.2, RI.4.3, RI.4.5, L.4.1g, L.4.4a, L.4.4b,  & L.4.5a | **Exemplar Texts:**   * *Kenya’s Long Dry Season* by: Nellie Gonzalez Cutler * *Hurricanes: Earth’s Mightiest Storms* by: Patricia Lauber * *Let’s Investigate Marvelously Meaningful Maps*  by: Madelyn Wood Carlisle & Yvette Santiago Banek * “Dust of Snow” by Robert Frost * “Fog” by: Carl Sandburg * “Clouds” by Christina Rossetti   **Other Texts:**   * *It Figures! Fun Figures of Speech* by Marvin Terban |
| **I Can Statements** |
| 1. I can compare and contrast the setting used in multiple stories. 2. I can determine the way in which setting affects a story. 3. I can voice my opinion and support it using specific facts and reasons. 4. I can use technology to research a topic. 5. I can make connections between what is learned through research and truths I have observed in literature. 6. I can write an informational essay which includes facts obtained through research and examples from literature. 7. I can recite poetry fluently using appropriate expression and pace. 8. I can identify similes and metaphors in the texts that I read. 9. I can break a word into parts (prefix, root, suffix). 10. I can use a word’s prefix & suffix to determine meaning. 11. I can explain the meaning of similes and metaphors. 12. I can correctly use to, too, & two. 13. I can correctly use there, they’re, and their. 14. I can use context to determine the meaning of an unknown word |