

4th Integrated Language Arts and Social Studies Thematic Units

Theme-- Beg. of the Year	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Parts of a Whole	I want my students to understand that diversity enhances the whole.	A.4.1 Use reference points, latitude and longitude, direction, size, shape and scale to locate positions on various representations of the earth's surface A.4.2 Locate on a map or globe human and natural features such as continents, oceans, mountain ranges, and landforms, natural features such as resources, flora and fauna; and human features such as cities, states and national borders A.4.3 Construct a map of Wisconsin showing natural and human-made features, borders, and neighboring states in relation to the country and world	Launching	RL.4.4 Determine the meaning of words and phrases as they are used in a text. RL.4.6 Compare and contrast the point of view from which different stories are narrated. RL.4.9 Compare and contrast the treatment of similar themes and topics in traditional literature.	Using Schema Making Connections Compare and Contrast	Seek Information identify main idea and details sequencing Analyze Determine defining characteristics Identify role within the larger group Compare Point of View
Unit Theme 1	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards

Early People of Wisconsin	I want my students to understand that diverse groups contribute to the past and present of a particular area.	B.4.2 Use a timeline to select, organize and sequence information describing eras in Wisconsin's history B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events B.4.4 Understand the changing lives of ordinary people throughout Wisconsin history. B.4.10 Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin D.4.7 Understand and describe how personal economic decisions contribute to and affect the lives of people in Wisconsin E.4.4 Describe the ways in which ethnic	<u>Unit 1: The Arc of the Story: Writing Realistic Fiction</u> (Native Americans) Unit 1 Bend 1: Generate ideas - how do students stand out? How are they a small, important part of a bigger whole? Bend 2 - create character, map out story action (based on Native American group) Bend 3 - Mentor texts and drafting Bend 4 - Revision and focus on ending	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 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). 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 about a text. RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Plan/organize Use graphic organizers Story Blurbs-series of short statements that tell about the story Character analysis Writing a Lead	Inform identify, report, describe information Order logical sequence of events in narrative Synthesize Integrate elements of fiction bring story to conclusion
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		cultures influence the daily lives of people E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens		RFS.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RFS.4.4 Read with sufficient accuracy and fluency to support comprehension.		
Unit 2 Theme	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Geography, Landscape, and Industry: Modern-Day Wisconsin	I want my students to understand that economy and culture are influenced by geography.	A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of	Photo Essay, maps Integrating visuals and technology with text Cause and Effect W.4.2 Write informative/explanatory texts to examine a topic and convey ideas clearly.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is	Cause and Effect Evaluate resources Interpret photographs Theme	Seek Information acquire information, ask a question research Analyze Identify relationships and patterns

		construction, and design of shelters. A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about Wisconsin. A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures and solar energy in Wisconsin B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment D.4.6 Identify the economic roles of various institutions, including households, businesses, and government E.4.10 Give examples and	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.6 With some guidance and support from adults, use technology to produce and publish writing as well as collaborate and interact with others. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources take notes and categorize information, and provide a list of sources.	supported by key details; summarize the text. RI.4.3 Explain ideas, events, procedures, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the topic knowledgeably.		between geography and economy Infer Predict implications and future effects Inform Present information to peers
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		explain how the media may influence opinions, choices, and decisions.				
Unit 3 Theme	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
The Age of Exploration in Wisconsin	I want my students to understand that change occurs (whether it is welcome or not) through cooperation and interdependence.	A.4.7 Identify connections between Wisconsin, the United States, and the world B.4.2 Use a timeline to select, organize and sequence information describing eras in Wisconsin's history. B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events B.4.4 Understand the changing lives of ordinary people throughout Wisconsin history. B.4.7 Identify and describe important	Unit 2: Boxes and Bullets: Personal and Persuasive Essays- (change - what has changed and what should change) 1. Quick write - personal 2. Revise and edit quick draft repeat with persuasive	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. 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. RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and	Differentiate between main idea and details Writing process Identify traits of the genre of persuasion Using evidence from text to support argument Make inferences	Order Cause and effect Infer identify bias Justify and Persuade Give reasons for an action, decision, or point of view Evaluate Assess and verify the worth of a decision

		events and famous people in Wisconsin D.4.6 Identify the economic roles of various institutions, including households, businesses, and government E.4.15 Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters		when drawing inferences from the text. RL.4.3 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). RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RFS.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. RFS.4.4 Read with sufficient accuracy and fluency to support comprehension.	
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Theme	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Joining the Union	I want my students to understand that our government is created to organize, protect, and support the lives of its people.	B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past of Wisconsin, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice B.4.6 Understand the significance of state symbols, the flag, and the Wisconsin holidays C.4.2 Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed C.4.3 Understand how laws in Wisconsin are	Unit 4: The Literary Essay: Writing About Fiction Bend 1: Analyze aspects of fiction Bend 2: Revise essay based on feedback Bend 3: Writing compare/contrast essays	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 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). RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional	Identify traits of the fiction genre Revision strategies Compare/contrast Author's Style Point of View	Inform identify characteristics Compare Describe similarities in objects or ideas Classify Group ideas according to their characteristics Synthesize Combine or integrate ideas to form a new whole

		developed, enforced and changed C.4.4 Explain the basic purpose of government in Wisconsin recognizing the three levels of government C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community E.4.10 Give examples and explain how the media may influence opinions, choices, and decisions E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens		literature from different cultures. RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RFS.4.4 Read with sufficient accuracy and fluency to support comprehension.		
Theme	Big Idea	SS	UOS	Readers Workshop	Strategies	WIDA Standards
Immigration Past and Present	I want my students to understand that immigration and its resultant	A.4.7 Identify connections between Wisconsin, the United States, and the world	Unit 3: Bringing History to Life Immigration Research Bend 1: Write a basic informational text	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Research skills Note-taking Types of Questions	Seek Information Generate a question and research a topic Inform

	diversity create a richer society.	A.4.8 Identify the major changes in Wisconsin that have been caused by human beings, reasons for these changes, and explain their probable effects in Wisconsin B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice E.4.6 Understand the influence of groups and institutions on people and events E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior E.4.8 Describe and distinguish among	Bend 2: Research and refine Bend 3: Ask a question, form an opinion and present	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain ideas, events, procedures, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. 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. RI.4.7 Interpret information presented individually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Fact vs. Opinion Compare/Contrast Transition Words/Phrases	Gather information Present information Compare Similarities/differences (immigration past and present) Solve Problems Propose a solution
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		the values and beliefs of different groups and institutions		RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 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). 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. RFS.4.4 Read with sufficient accuracy and fluency to support comprehension.		
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