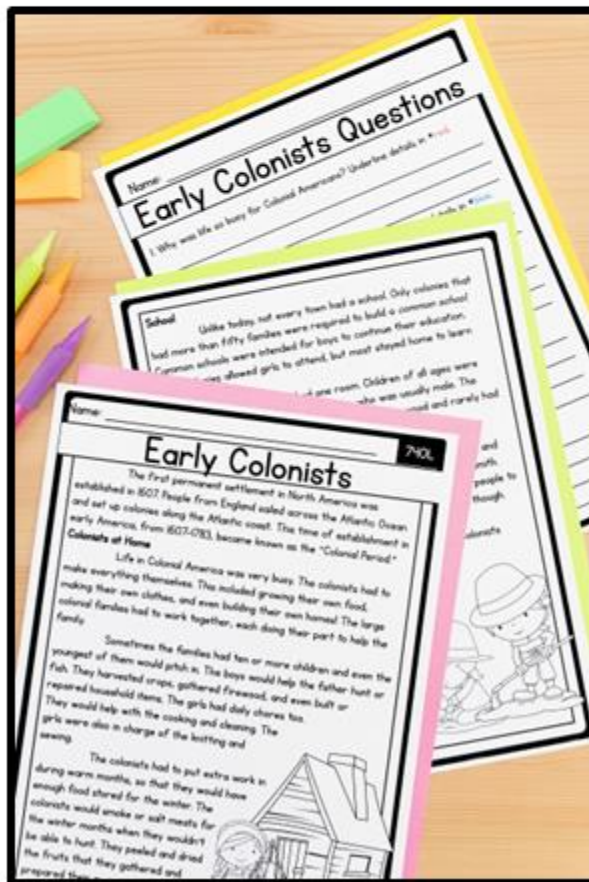
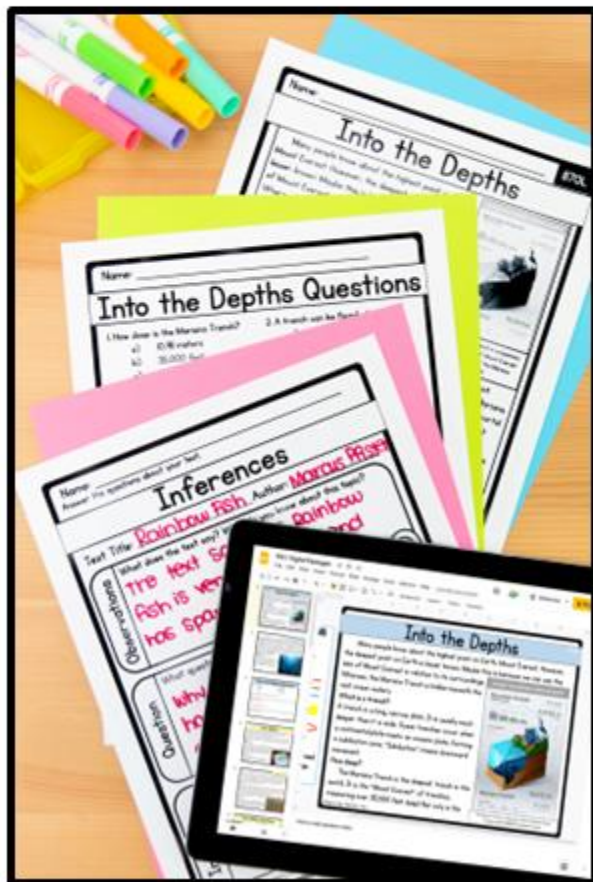


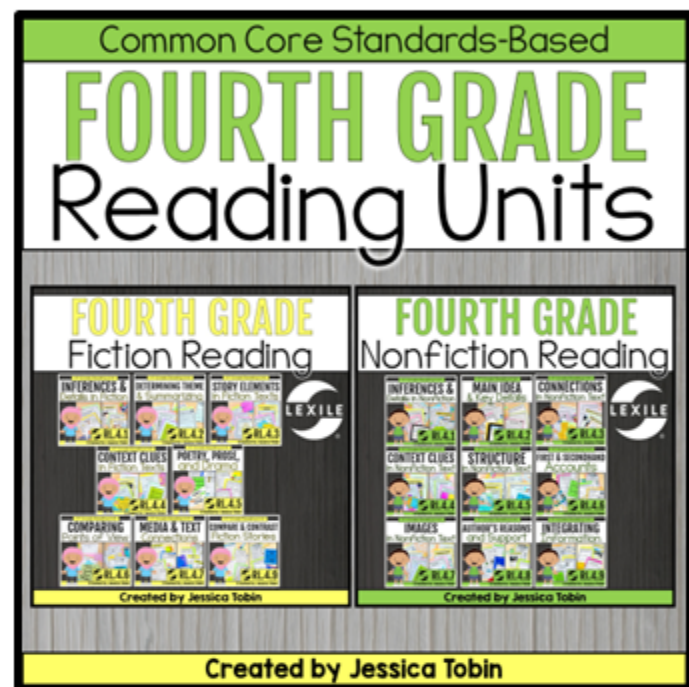
4th Grade Reading Bundle

This 4th Grade bundle has lesson plans, graphic organizers, Lexile-leveled reading passages, and other supplemental activities that cover all Common Core Reading standards.



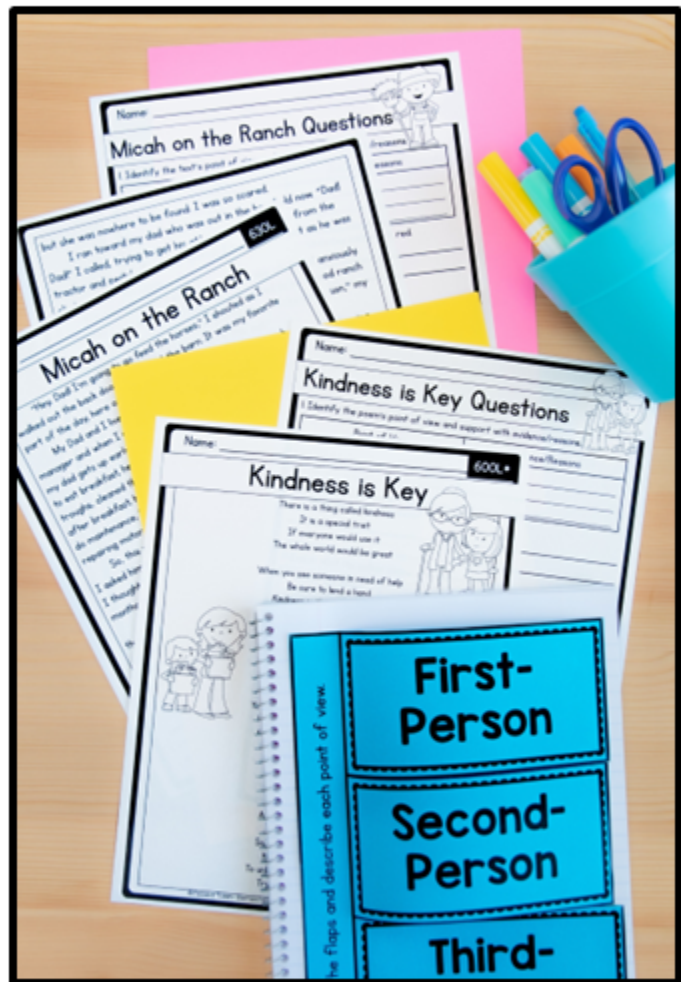
17 Standards Included

- Inferences
- Main Idea
- Making Connections
- Context Clues
- Text Structure
- Compare & Contrast Accounts
- Images in a Text
- Author's Reasons
- Integrating Information
- Inferences
- Determining Theme
- Characters, Setting, & Events
- Unknown Words
- Poetry, Drama, and Prose
- Point of View
- Media and Text Connections
- Compare & Contrast



This bundle can be used with many reading block structures. Whether you use Daily 5, Reader's Workshop, or simple small group and centers, you can find a way to use these lessons and activities.

What Teachers Have Said...



"I cannot recommend Jessica's reading units enough. I have used both her 3rd and 4th grade units. They always are aligned to the standards. I love her anchor charts, graphic organizers, and reading passages. These units are so well organized. They contain everything you need for the week."

"These units are PERFECT! I love that they are standards-aligned and can be used with any text-set. My students find the wide variety of activities engaging and I love having all the options as I plan. I'm a 20-year veteran teacher, but this is my first year in 4th and your units are saving me so much time! Thank you!!!"

"Easy to use and adapt for the classroom. Love the ability to use the organizers with any text but also that there are passages included for practice as well. Looking forward to using it the rest of the year!"

RI Mini Lessons

There are 3-4 mini lessons in each unit. Each mini lesson has 3 to 4 activities. This may take between one to two weeks to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

4th Grade Reading: Informational Lesson 1

RI.4.8- lesson 1

I can explain how an author uses reasons and evidence to support points in their text.

CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

Mini-Lesson Focus: Author's Claims

Activities to Teach

Step 1: Teacher will create an anchor chart teaching students about author's claims. Students can participate in the creation of the anchor chart through teaching, questioning and discussion or display mini poster and discuss.

Step 2: Teacher and students will work as a whole group to complete the list of author's claims. They will generate a list of example claims for each topic given on the chart.

Step 3: Students will work with a partner to read an anchor chart (cards 1-3). Then, they will identify the claim for sample text using the claim cards and response sheet. Card #3 is an example that the teacher anchor chart. Teacher will use this one as a model.

Author's Claims

Topic	Claim #1	Claim #2

Author's Claims

Many authors of nonfiction texts will make **claims** or **points**.

The claim is:
-the point the author is trying to make
-what the author wants the reader to understand

A claim can be stated or inferred.

Claim: Team sports are beneficial to children and young adults.

Author's Claims

Card	Claim
1	Team sports are beneficial to children and young adults.
2	

Why children need sleep:

- 1 Sleep promotes growth. While sleeping, your body releases growth hormones. Children who are deficient or lacking in growth hormones generally are not getting enough sleep.
- 2 Sleep strengthens the immune system. Your body also produces proteins, called cytokines, during sleep. These proteins fight infection and disease.
- 3 Sleep helps concentration and focus. A rested brain is able to concentrate for longer periods of time. Focus and problem-solving abilities improve, too.
- 4 Sleep balances emotion and mood. Lack of sleep can cause irritability or moodiness. With sleep, children make more positive decisions and are happier.

Team sports are beneficial to children and young adults. A child who plays a team sport will grow physically, socially, emotionally, and academically. To start, team sports help children stay active and healthy. A child's body will benefit from the physical activity involved in team sports. However, the physical growth isn't the only benefit of playing sports. A child will develop socially as well. Team sports help children develop a sense of trust and teamwork. Communication skills will improve, too. Both verbal and nonverbal communication is required in team sports and as children continue to play, these skills will continue to develop. Academically, children tend to show more motivation and drive to succeed when they are involved in team sports. A University of Kansas study showed that 80% of students graduated high school, whereas only 60% of students who never played a sport graduated high school. This may be due to several factors, including improved time management, decision making, and self-esteem. Additionally, the major benefit of children playing team sports is to help develop well-rounded, successful individuals.

RI.4.8 Activities Shown

RL Mini Lessons

There are 3-4 mini lessons in each unit. Each mini lesson has 3 to 4 activities. This may take between one to two weeks 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 materials for RL.4.1. On the left is an anchor chart titled "4th Grade Reading: Literature Lesson 2" and "RL.4.1- lesson 2". It includes a definition of drawing inferences, a focus on "Drawing Inferences", and a list of activities. In the center are several story cards with sample text and observation questions. On the right is a table titled "Inferences: Story Cards" with six rows for story cards 1 through 6, each with columns for Observations (O), Questions (Q), and Inferences (I).

Anchor Chart pieces

RL.4.1- lesson 2

4th Grade Reading: Literature Lesson 2

Refer to details and examples in a text when exploring what the text says and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.1

Refer to details and examples in a text when exploring what the text says explicitly and when drawing inferences from the text.

Mini-Lesson 2 Focus:
Drawing Inferences

Activities to Teach

Step 1: Teacher will create and display inferences anchor chart to introduce drawing inferences in stories. Students can use fill-in version.

Step 2: Teacher will model and discuss observations, questions, and inferences by displaying the story card #1. Teacher will ask students to make observations of the story (what clues do they hear? Do they have connections/already know something about this situation or topic?). Then, students will work with a partner to complete story cards #2-4.

Materials:

Story Card # 3

Grace snapped her helmet into place. She was not going to give up. Although she had some scrapes and bruises, she was determined to land this trick. She grabbed her board and took a deep breath... You can do this, she thought.

Story Card # 6

"Madison, I told you that I better not catch you doing this again!" Madison sunk down into her chair because she knew she was caught. Her older sister, Sydney, must've noticed her closet door open again. Quick, I better change!

Story Card # 2

Yes! Today is the day. As we walked into the building, I could barely contain my excitement! My dad handed me the form and I confidently filled out each line. I studied hard for this and practiced parallel parking for an extra 30 minutes last night with my dad. "Hannah, are you ready for your exam?"

Inferences: Story Cards

Name: _____

Read each story card. 1. Record your observations about the story (what clues and schema). 2. Write a question that the story leaves you asking, and 3. Draw an inference.

Story Card # 1	Story Card # 2
O: _____	O: _____
Q: _____	Q: _____
I: _____	I: _____

Story Card # 3	Story Card # 4
O: _____	O: _____
Q: _____	Q: _____
I: _____	I: _____

Story Card # 5	Story Card # 6
O: _____	O: _____
Q: _____	Q: _____
I: _____	I: _____

RL.4.1 Activities Shown

On top of the lesson plans you get for each unit, you also get graphic organizers and reading passages that will help you teach each unit. These can be used during this unit AND reused throughout the year as review.



RI.4.5 Activities Shown

RL Worksheets & Passages

On top of the lesson plans you get for each unit, you also get graphic organizers and reading passages that will help you teach each unit. These can be used during this unit AND reused throughout the year as review.

The image displays a collection of educational materials for reading literacy (RL.4.2). It includes several worksheets and three reading passages.

Worksheets:

- Summarize the Story:** A worksheet with a large 'S' for Summary, 'W' for Who, 'B' for Beginning, and 'E' for Ending.
- Summary and Theme:** A worksheet with a large 'S' for Summary, 'W' for Who, 'B' for Beginning, and 'E' for Ending.
- Determining Theme:** A worksheet with a large 'T' for Theme, 'W' for Who, 'B' for Beginning, and 'E' for Ending.
- Theme:** A worksheet with a large 'T' for Theme, 'W' for Who, 'B' for Beginning, and 'E' for Ending.
- Determining Theme:** A worksheet with a large 'T' for Theme, 'W' for Who, 'B' for Beginning, and 'E' for Ending.
- Theme:** A worksheet with a large 'T' for Theme, 'W' for Who, 'B' for Beginning, and 'E' for Ending.

Passages:

- How the Kangaroo Got It:** A passage about a kangaroo named Joey who is lost and finds his way home.
- Thunder and Lightning:** A passage about a boy named Tim who is afraid of thunder and lightning.
- Arachne's Lesson:** A passage about a girl named Arachne who is a weaver and learns a lesson from Athena.

RL.4.2 Activities Shown

Check an RI Passage Out!

The 4th grade passages are two pages of reading practice.

These passages are leveled professionally by Lexile. Each passage fits within the suggested 4th grade level range.

Then, there are 5 follow-up questions that relate to the standard itself and overall comprehension.

920L

Name: _____

Bending and Bouncing Light

Did you know that light can bend and bounce? Light is a form of energy that does amazing things!

Light is emitted from a source, like the sun or a light bulb, and then travels outward in straight waves. When the light waves reach an object, they will bounce back, or reflect. The surface of an object will affect how the light reflects.

Light travels in straight waves, so if the surface is smooth, the straight waves will bounce directly back, at the same angle they came in. The angle that light "comes in" is called the angle of incidence. The angle of incidence will always match the angle of reflection. So, when light hits a smooth, shiny surface, like a mirror, the light waves will bounce directly back at the same angle, creating a perfect reflection. That is where we get the term "mirror image".

However, if the object's surface is rough, the light waves will scatter in different directions. The angle of incidence is hitting and bouncing back at many different angles because of the rough surface of the object.

The transparency of an object will also affect how light interacts with it. Transparency is how much light can pass through an object.

Objects that don't allow light to pass through them are called opaque. These objects reflect or absorb the light that hits their surface. The remaining light passes around the object and a shadow is created where the object is because light couldn't pass through it.

A clear object, like a glass, is considered transparent. Water is also considered transparent. These objects allow light to pass through them. So, instead of reflecting, the light refracts. When light travels from one medium to another, like from air to water, the light will bend. This is why when we look at a cup of water with a straw in it, the straw appears to be bent. The light traveling from air to glass, from glass to water, and then back to air. So, the light will bend in those transitions from medium to the next, making it appear "broken" or "bent."



3. Complete the chart by looking up and determine their meaning.

Unknown word or phrase
emitted
medium

4. The Latin root *fract-* means "break." Explain what refraction is.

5. Describe the difference between opaque and transparent objects using details from the text. *Underline details that support your answer in green.

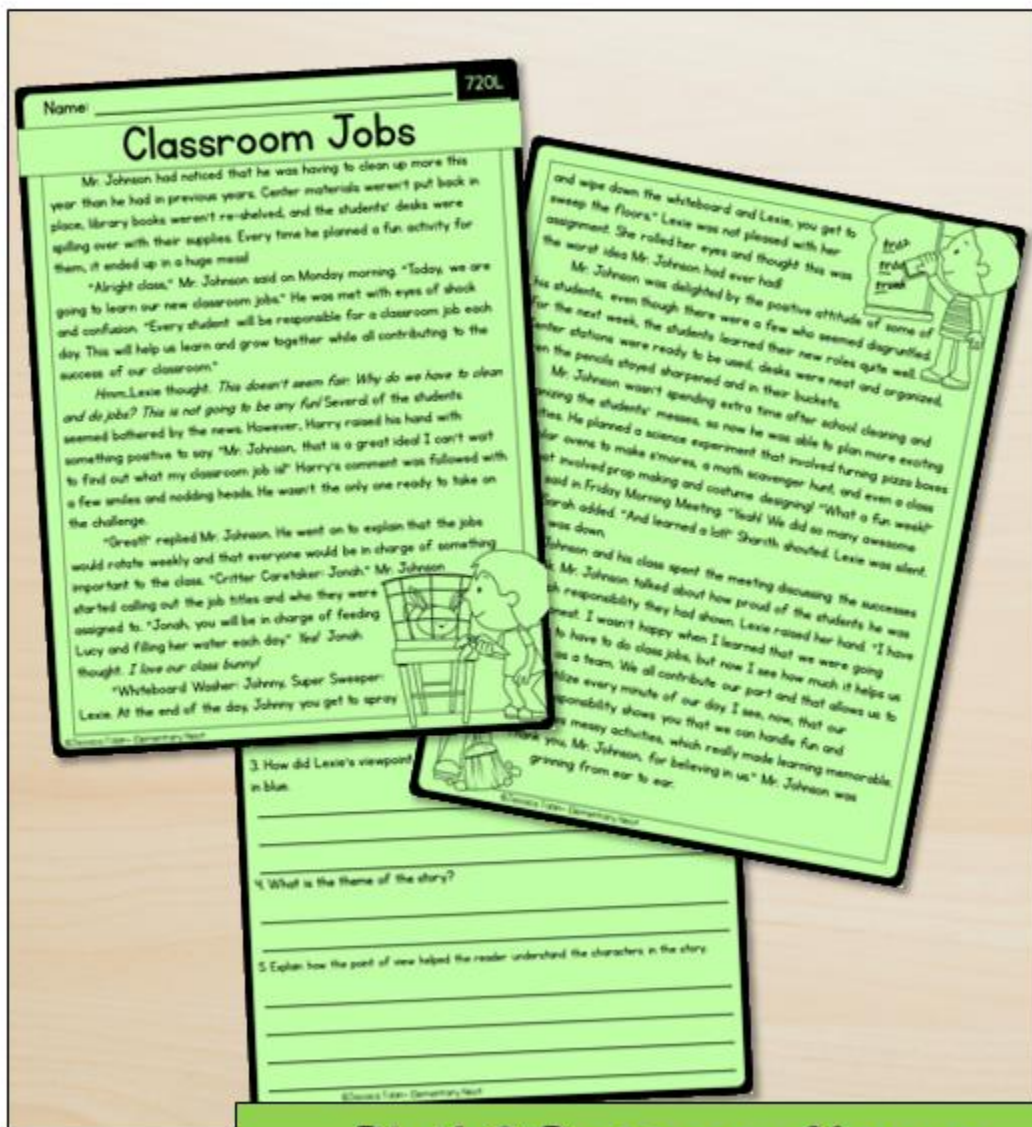
RI.3.1 Passage Shown

Check an RL Passage Out!

The 4th grade passages are 1-2 pages of reading practice.

These passages are leveled professionally by Lexile. Each passage fits within the suggested 4th grade level range.

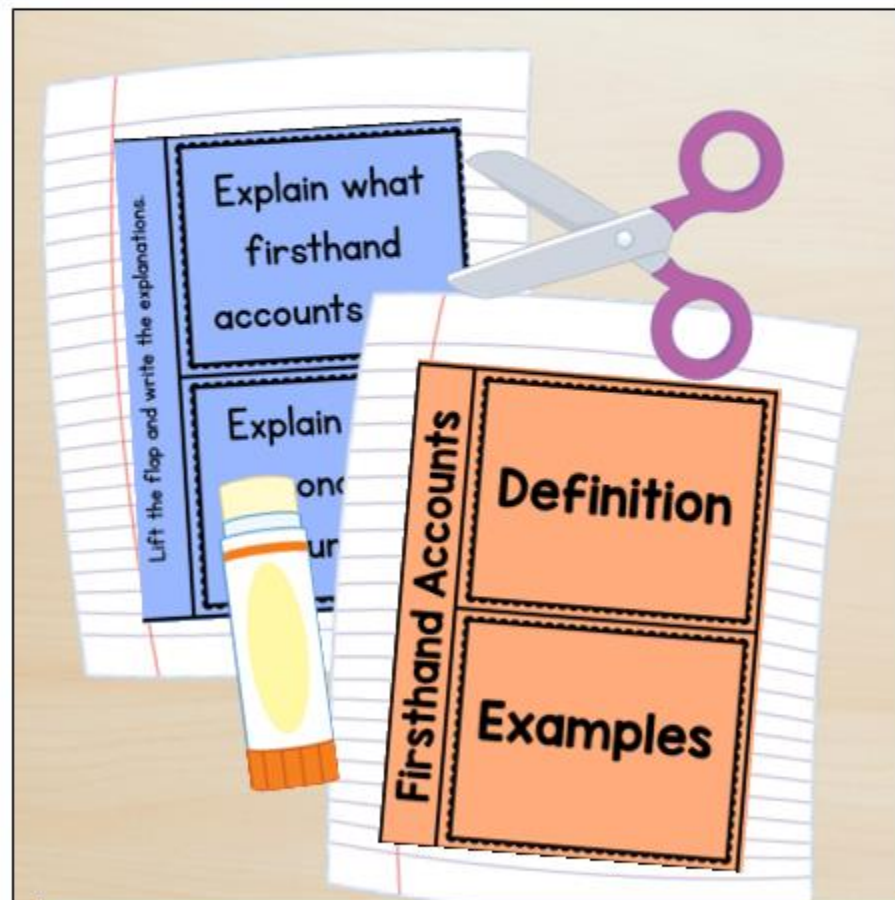
Then, there are 3 follow-up questions that relate to the standard itself and overall comprehension.



RL.4.6 Passage Shown

Extra RI Resources

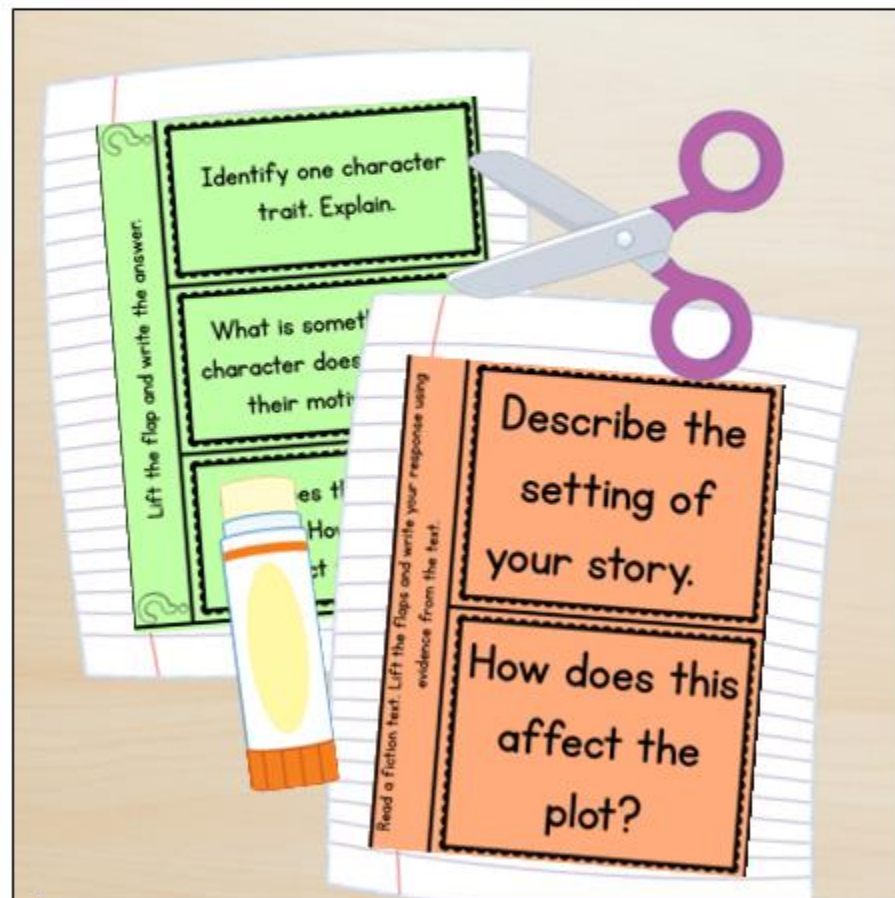
For even more practice, you can use these interactive notebook templates and task cards to use with classroom texts and review activities.



RI.4.6 Activities Shown

Extra RL Resources

For even more practice, you can use these interactive notebook templates and task cards to use with classroom texts and review activities.



RL.4.3 Activities Shown

Final RI Assessment

To wrap up the unit, you'll receive a formal assessment at the end that covers the standard skill you've just taught.

Text Structures Assessment

Name: _____

1. Which of the following is a keyword you may see in cause and effect text structures?

- After
- Because
- Unlike
- Similarly

2. If an author wrote a text about the development of technology over time, which text structure might he/she use?

- Cause and Effect
- Compare and Contrast
- Description
- Chronological Order

3. Using a complete sentence, define text structure.

4. If an author wrote a text comparing a firefighter and a police officer, what is a similarity and a difference between the two?

Elephant Vs. Rhino

880L

The elephant and the rhinoceros seem to have many things in common. They both are native to two continents where they live. They both are herbivores, eating grasses and leaves. They both have a trunk that they use to grab things and drink water. They both have a thick skin that protects them from the sun and predators. They both are large animals that can weigh up to 10,000 pounds. They both have a long life span, living up to 60 years. They both are social animals that live in herds. They both are intelligent animals that can learn from experience. They both are gentle giants that are loved by many people. They both are amazing animals that deserve to be protected.

RI.4.5

Monarch Butterflies

960L

Monarch butterflies are insects with beautiful orange and black wings. They practice a form of adaptation called migration. This helps them survive harsh winters in their northern habitats. During cold, winter months, the butterflies will fly south to a warmer climate. Depending on where the monarch butterfly started, the journey could be up to 2,500 miles! Monarch butterflies are ectothermic and can regulate their own body temperature. Because their bodies cannot generate their own heat, they live in warm environments. One reason that monarch butterflies need to relocate during winter is for food. The leaves of deciduous trees shed during the winter. Monarch butterflies without food like all other butterflies, monarchs will hatch and go through the four stages of metamorphosis: egg, caterpillar, pupa, and adult. During the caterpillar stage, it is imperative for the insect to eat so that it can prepare for transformation in the chrysalis. In warmer climates and sun exposure, the southern trees have the ability to produce the leaves and flowers that the caterpillars need to eat. The chrysalis is the stage where the caterpillar transforms into the adult butterfly. The adult butterfly needs to be healthy and lay eggs to start the cycle again. Many animals use to help them survive. For monarch butterflies, it is important to "fly south for the winter".

RI.4.5

Final RL Assessment

To wrap up the unit, you'll receive a formal assessment at the end that covers the standard skill you've just taught.

Poetry, Drama, and Prose Assessment

Name: _____

1. Which of the following is NOT an element of poetry?

- Written in stanzas
- Follows grammar rules
- Can have rhythm and meter
- Uses words for their sound

2. What can you find in quotation marks in prose text?

- Dialogue
- Character thoughts
- Title
- Stage directions

3. How is the action structured differently in prose and drama? Explain.

4. What is a stanza?

Bed in Summer
by Robert Louis Stevenson

In winter, I get up at night
And dress by yellow candlelight.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

Who is the speaker of the poem?

What does the underlined excerpt mean?

Use details from the poem to support your

Snow Day: The Play
by David

Chapter One

He was up to the sound of cheering and laughing. It was his little brother and sister. He had been checking the news for Snow Day announcements. He had been waiting for it. It was last year, when I would sit in front of the television, watching ticker across the bottom that displayed the names of schools that were closed. The names would finally get to the "Y's" and I would see the words "NO SCHOOL." My School District would across the screen. It was exhilarating. I got out of bed and ran downstairs to confirm my prediction. "Snow Day!" I asked my brother. "YES!" my little sister squealed. "NO SCHOOL! NO SCHOOL!" my little brother sang circles around the living room.

That means no math test for me! I ran back upstairs to get ready for a day of my snowsuit and grabbed my hat and gloves. I ran down the stairs, two at a time, to my brother with our sleds in his hands. We called up to mom, "We're headed to cut the front door for a day of fun!"

Snow Day: The Play
by David

Cost of Characters
Narrator, David, Robert, Jane

It's a bedroom and living room. CURTAINS OPEN to a boy in bed and a girl (in pajamas) staring intently at the television in the living room. Let in the air! YES! Shepherd County School District! of cheering! YES!

He of his brother and sister in the living room and sits up in bed. of the living room! Did they call it?

I remember how exciting it was the year before, when he would sit in front of the scrolling ticker across the bottom of the screen. When "Shepherd County" (by David) would jump and holler, just like his little brother and sister were. YES! YES!

ground in circles! No school! No School!

means no math test for me!

room and pulls on his snowsuit. He grabs a hat and gloves before running back downstairs into Robert's holding two sleds in his hands.

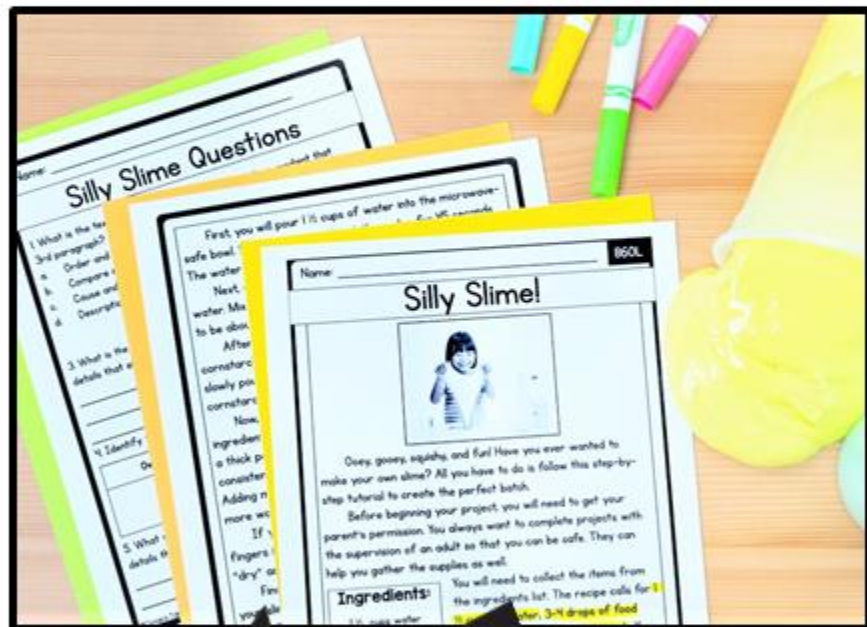
left of the stage! We're headed to The Hill. Must be back for lunch!

characters shown differently in the two texts.

RL.4.5 Activities Shown

Check Out Each Unit

You can scroll through each individual unit here to get a closer look.



Thanks! Please email me at elementarynest@gmail.com if you have any questions.