

Grade 4 Module 1

What Makes Us Who We Are?

Essential Question: How do your experiences help shape your identity?

Overview

Reading Overview: In this module, students will listen to, read, and view a variety of texts and media that present them with information about our identities. A genre focus on different kinds of stories provides students with opportunities to identify point of view and recognize figurative language in order to better understand unfamiliar texts. Students will also encounter a photo essay and narrative poetry to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that our identities are shaped through our experiences, personal interests, and passions.

Writing Overview: Students will write a personal narrative about a time they learned a lesson from something that happened to them as they make connections to the topic and theme and analyze genre features of personal narrative

Connection: Personal Experiences (Social Studies)

Module 1 Essential Question: How do your experiences help shape your identity?

Week 1		Vocabulary	
		Big Idea Words: identity, experience, pursuit, wisdom 4L4a (Lesson 1) Critical Vocabulary: cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain 4L6 (Lessons 2 & 3) Generative Vocabulary: Prefixes <i>un-, in-, im-, re-</i> 4L4b * (Lesson 4) Vocabulary Strategy: Context Clues 4L4a * (Lesson 3)	
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>The Story of You</i> <i>Flora and Ulysses: The Illuminated Adventures</i>	Module Launch Central Idea: central idea, detail 4R2 Read for Understanding Ask and Answer Questions: 4R1 Close Read Author's Purpose: author's purpose 4R1 * Text and Graphic Features: graphic feature, text feature 4R7 * Figurative Language: figurative language, hyperbole, sensory word 4R4 * Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Personal Narrative <i>La Mariposa</i> Instructional Vocabulary: Glossary, realistic fiction, symbolism, personal narrative	Narrative: Personal Narrative Priming the Students “All of our experiences help us grow and learn.” p. W2: 4SL1b, 4SL1c Priming the Text and The Read: Focal Text p. W3: 4W3 Vocabulary: Begin creating year long list 4L3a , 4L5c p. W4 The Writing Process* Explain the Writing Process: 4W3 p. W5 Prewriting I: Choosing a Topic* Discuss the Writing Prompt, Set Goals for Writing 4W3c p. W6 <i>Grammar p. W216-218*/W239 p. W220</i> 4L1 , 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

Foundational Skills	Communication
Decoding: Short and Long a Sounds Spelling: Words with Short and Long a Fluency: Accuracy and Self-Correction 4RF3a	Listening Comprehension: <i>Michael's Melody</i> <i>pp. T34-37</i> Speaking and Listening: Engage in Discussion T52 4W7

Foundational Skills	Communication
Decoding: Short and Long e Spelling: Short and Long e Fluency: Reading Rate 4RF3a, 4RF4a	Speaking and Listening: Work Collaboratively <i>pp. T88</i> 4SL1

Week 3		Vocabulary	
Critical Vocabulary: cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard 4L6 (Lessons 11 & 12)		Generative Vocabulary: Suffixes -y, -ly 4L4b * (Lesson 13)	
Vocabulary Strategy: Context Clues 4L4a (Lesson 12)			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Kitoto the Mighty</i>	Read for Understanding Retell: retell 4R1 Close Read Literary Elements: character, plot, setting, story structure 4R3, 4R5* Theme: theme 4R2* Author's Craft: author's craft, imagery, voice 4R1 * Make Connections: Model Wrap Up 4R9 Performance Task: Expository Essay- compare, elaboration, evidence, expository, quotation 4W3b Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Personal Narrative <i>La Mariposa</i> Instructional Vocabulary: direct address, quire	Narrative: Personal Narrative Revising II: Conferencing (Conference with peers) 4W6 p. W12 Revising III: Sentence Sense and Direct Address (Edit drafts using complete sentences) 4W3a p. W13 Editing I: Peer Proofreading (Edit drafts for correct spelling, punctuation, and grammar) 4L2b p. W14 Publishing (Publish personal narratives) 4W3 p. W15 Sharing (Practice and present narrative) 4W3 p. W16 <i>Grammar p.W331-333*/W224, W335*</i> 4L1, 4L2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Short and Long i Spelling: Words with Short i and Long i Fluency: Expression 4RF3a, 4RF4a	Research and Media Literacy: Generate a Plan T120 4W6