



Grade 4 English Language Arts

Course Information

Grade(s):	4
Discipline/Course:	English Language Arts (ELA)
Course Title:	Grade 4 ELA
Prerequisite(s):	Grade 3
Course Description: <i>Program of Studies</i>	<p>In grade 4 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills that are culturally relevant texts in a wide variety of genres. They will engage with fictional, informational, persuasive, poetry, biography, dramas, including forms of media to build topic knowledge that will instill in readers a love for reading and ignite a lifelong love of learning. They will learn about what makes us who we are through personal narratives, using our senses, how to face challenges, heroes, arts, natural wonders, traditional tales, food and tradition, conservation, and communication. Through these texts students will develop academic vocabulary, and reading comprehension. They will engage in explicit teaching of foundational skills such as decoding and encoding of syllable division, prefixes and suffixes and reading accurately with appropriate rate. This will foster a love of reading and writing. Students will write in response to express their understanding and thinking of what they read and to clarify their thinking and demonstrate their understanding. Also focusing on the process of writing through the development of expository and opinion essays. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, change, and conflict, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer's voice, and practice the behaviors of skilled readers. The goal of Grade 4 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district's Vision of a Graduate</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives?

	<ul style="list-style-type: none"> ● How do I know what to believe in what I read, hear, and view? ● Why are human relationships important? ● Why do we seek and build community? ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● Why do we have/need rules of language? ● How do I develop my writer’s voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Our identities are shaped by many things including our experiences, personal interests, and passions. ● Senses are powerful tools that help us experience the world. ● People can face challenges with various types of support. ● Heroes use personal courage and confidence to overcome challenges. ● Sharing our creative talents can build community and make the world a better place. ● Earth has amazing and unique natural wonders. ● Eating healthful, sustainable food is good for our bodies and our world. ● Working together can preserve our planet and its natural resources. ● Communication is ever changing. ● Rules are essential in order to communicate meaning and understand context. ● Students can develop their own voice in writing by reading diverse texts, focusing on details, word choice, and sentence fluency and writing daily to build stamina. ● Skilled readers read in a variety of ways paying attention to text layout, and complexity. They reflect as they read, using an array of strategies to decode, and define unfamiliar words, while making inferences and analyzing what they have read to make conclusions. ● Collaborative conversations happen when students are engaged in thoughtful, respectful discourse that makes thinking visible, while being held accountable for participating and all voices heard. ● Use evidence and examples to support your points and implications, and showcase through a variety of forms (powerpoint, Google Slides, presentations)

Duration:	One year
Course Materials/ Resources:	HMH's Into Reading HMH's Writing Workshop Manual <u>Rigby Leveled Library</u> Core texts/videos may be replaced by the publisher when titles are out of print.
FPS Course Academic Expectation(s):	Exploring and Understanding Synthesizing and Evaluating
Year at a Glance (Units):	Module 1: Character Perspectives: What Makes Us Who We Are? (15-18 days) Module 2: Life Sciences: The Five Senses - Come to You Senses (15-18 days) Module 3: Relationship Skills: Rise to the Occasion (15-18 days) Module 4: Community Heroes: Heroic Feats (15-18 days) Module 5: Art and Culture: Art Everywhere (15-18 days) Module 6: Earth Science: Natural Wonders: Marvels and Nature (15-18 days) Module 7: Traditional Stories and Culture: Tricksters and Tall Tales (15-18 days) Module 8: Nutrition and Healthy Habits: Food for Thought (15-18 days) Module 9: Conservation: Global Guardians (15-18 days) Module 10: Communication: Communication Nation (15-18 days)

Unit Number and Title:	Module 1: Character Perspectives: What Makes Us Who We Are?
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 1 ● HMH’s Writing Workshop Manual Module 1 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>The Story of You</i>, informational ○ <i>Flora & Ulysses: The Illuminated Adventures</i>, fantasy, Kate DiCamillo ○ <i>Yes! We Are Latinos</i>, narrative poetry, Alma Flor Ada and F. Isabel Campoy ○ <i>The Year of the Rat</i>, realistic fiction, Grace Lin ○ <i>Fight Back</i> by A.M. Dassu, realistic fiction ○ <i>Kitoto the Mighty</i>, folktale, Tololwa M. Mollel ○ <i>Amazing Faces</i> by Lee Bennett Hopkins, poetry ○ <i>Zora Hurston and the Chinaberry Tree</i> by William Miller, narrative nonfiction ○ <i>La Mariposa</i>, narrative, Francisco Jimenez ○ <i>Michael’s Melody</i>, realistic fiction ● Video <ul style="list-style-type: none"> ○ <i>Life</i> <p>Cross-curricular connections: Social Studies - The United States as a Region grade 4 unit</p>
Unit Overview:	<p>In this module, children will listen to, read and view a variety of texts and media (video) that present them with information about our identities. There will be numerous opportunities for students to learn how language works to communicate effectively while participating in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and draw conclusions about what they</p>

	<p>read and discuss. Students will write a personal narrative piece while engaging in the writing process.</p> <p>In this module, students will encounter informational and narrative texts, including fantasy, realistic fiction, folktales and narrative poetry to build knowledge across genres and synthesize topic knowledge. In addition, this module will provide students with opportunities to identify an author's purpose, central ideas, figurative language and text features in order to better understand unfamiliar texts. As students build their vocabulary and synthesize topic knowledge, they will learn that our identities are shaped through our experiences, personal interests, and passions.</p> <p>Students will read a variety of texts, such as <i>Yes, We Are Latinos</i> and <i>The Year of the Rat</i>, in order to understand how heritage, culture and experiences shape our identities. <i>Kitoto the Mighty</i> will teach students how their experiences contribute to developing their identities and expose them to how characters often change within stories. Students will also compare events in stories that may or may not happen in real life. In <i>Flora & Ulysses</i> students will determine the central idea and find supporting details. In <i>La Mariposa</i>, students will begin to understand that discovery can include deepening one's understanding of something or someone, even themselves!</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how people define themselves through their past experiences, heritage, language and culture. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of identity as they explore how people develop both their personal identities and respect the identities of others.</p>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry,</p>

in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “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].”). <p>Speaking & Listening</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>Language</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ol style="list-style-type: none"> f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How do your experiences help to shape your identity? ● How do I define who I am?

Enduring Understanding(s):	<ul style="list-style-type: none"> Where you grow up, who you know, and the events in your life help to shape your identity. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>) Central Idea Critical Vocabulary Self-monitoring Strategies Retelling Summarization Author’s purpose Graphic features Character Roles Point of View Infer Theme Author's Craft 	<ul style="list-style-type: none"> Explain the story character’s development, setting, internal conflict, and plot.- the <i>Aha Moment</i> signpost. Identify the central idea. Determine supporting details. Define critical vocabulary using context clues. Ask and answer questions during reading to self-monitor for comprehension. Use sequencing words to retell narrative text Summarize an informational text. Determine author’s purpose: to entertain, inform or persuade. Identify text and graphic features. Identify & explain how characters contribute to plot. Identify who is narrating the story. Determine how narration informs character perspective. Determine the author's message. Identify the theme. Provide text evidence to support the theme. Identify 5 techniques of the author's craft. Determine how word choice contributes to an author’s style.

Foundational Skills:	<ul style="list-style-type: none"> ● Short and Long Vowels 	<ul style="list-style-type: none"> ● Decode ● Encode
	<ul style="list-style-type: none"> ● Fluency 	<ul style="list-style-type: none"> ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing) ● Read with: <ul style="list-style-type: none"> ■ accuracy ■ appropriate rate ■ expression
Writing:	<ul style="list-style-type: none"> ● Narrative Writing Process 	<ul style="list-style-type: none"> ● Brainstorm ideas. ● Select a writing topic. ● Create a story map (introduction, characters, setting, plot (events), conflict and conclusion/resolution. ● Write a draft following the narrative structure. ● Use direct and indirect dialogue. ● Use a variety of sentence types. ● Punctuate dialogue. ● Engage in peer review to revise writing. ● Revise their writing. ● Edit for: complete sentences, spelling, punctuation, capitalization & grammar. ● Evaluate writing using a rubric. ● Set goals. ● Share final draft with peers.

Speaking & Listening:	<ul style="list-style-type: none"> ● Reflective Discussions 	<ul style="list-style-type: none"> ● Participate in discussions about a text or piece of writing.
Language:	<p>Academic Vocabulary/Critical Vocabulary: identity: experience, pursuit, wisdom, cynic, defiance, profound, inadvertently, consumed, descended, obliged, mundane, considered, disdain, heritage, ancient, resolutions, doubts, relying, clumsy, awkward, cautiously, trickle, marveled, mighty, distant, proclaimed, majestic, sumptuous, hoard</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy) *central idea, *details, context, context clue, *author’s purpose, prefix, graphic feature, text feature, figurative language, hyperbole, sensory word, clarify, monitor, elements of poetry, rhyme, rhythm, sound device, stanza, *narrative poetry, *narrator, *point of view, prefix, *character, retell, *plot, *setting, story structure, suffix, *theme, author’s craft, imagery, voice, *compare, elaboration, *evidence, expository, *quotation, *direct address</p> <p>Generative Vocabulary: Prefixes un-, in-, im-, re-, mis-, pre-, dis-, mis-, pre-, dis-</p>	<ul style="list-style-type: none"> ● Understand how prefixes and suffixes change the meaning of words. ● Identify types of figurative language. ● Explain how figurative language uses imagery to: create special effects, feelings, make a point and connect ideas in text.

	Conventions of Standard English, Grammar and Usage: declarative, interrogative, exclamatory and imperative sentences, punctuating dialogue, homophones, homonyms	
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Unit Number and Title:	Module 2: Life Sciences: The Five Senses - Come to You Senses
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 2 ● HMH’s Into Writing Manual Module 2 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>What Are the Five Senses</i>, informational ○ <i>The Man Who Climbed Everest</i>, informational ○ <i>The Science Behind Sight</i>, informational, Louise Spilsbury ○ <i>Blind Ambition (from Nat. Geo. Kids magazine)</i>, personal narrative, Matthew Cooper and Rachel Buchholz ○ <i>The Game of Silence</i>, historical fiction, Louise Erdrich ○ <i>Apex Predators</i>, informational, Steve Jenkins ● Videos <ul style="list-style-type: none"> ○ <i>Super Senses</i> ○ <i>Animal Sense</i> <p>Cross-curricular connections: Science - Waves and Information Processing grade 4 unit</p>
Unit Overview:	<p>In this informational text-focused module, students will listen to, read and view a variety of texts and media (video) that present information about the five senses. There will be numerous opportunities for students to learn how language works to communicate effectively while participating in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and draw conclusions about what they read and discuss. Students will write a descriptive informational piece while engaging</p>

	<p>in the writing process.</p> <p>In this module, students will encounter informational and narrative texts, including historical fiction and personal narrative, to build knowledge across genres and acquire knowledge about the five senses. In addition, this module will provide students with opportunities to identify an author’s central idea, author’s craft, use of figurative language and text structure in order to summarize and better understand unfamiliar texts. As students build their vocabulary and synthesize topic knowledge, they will learn that our senses are powerful tools that help us experience the world in exciting ways.</p> <p>Students will read a variety of texts, such as <i>The Science Behind Sight</i> to learn how informational text is organized and how it is different from other text types.</p> <p>In <i>The Man Who Climbed Everest</i>, students will learn about Erik Weihenmayer, a rock and mountain climber, to discuss how different situations require the use of specific senses more than others. The narrative selections <i>Blind Ambition</i> and <i>The Game of Silence</i> will present students with figurative language such as similes, idioms and metaphors. <i>Apex Predators</i> will prepare students to write an informational text about an amazing animal.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how senses help people and animals experience the world. In addition, students will deepen their understanding of the PK-12 vertically aligned essential question about how people also use their senses to overcome obstacles to meet challenges.</p>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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).</p> <p>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</p>

range.

Reading: 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.

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 grade 4 topic or subject area.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundation Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>a. Apply grade 4 Reading standards to literature (e.g., “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].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> <p>Speaking & Listening</p> <p>4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Language</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do people and animals use their senses to navigate the world? ● How do our senses help us overcome challenges and achieve goals?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Senses are powerful tools that help us experience the world. ● Animals’ senses help them survive.

	<ul style="list-style-type: none"> Environmental adaptations can help people with disabilities fully participate in the world around them. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments, Contrast and Contradictions</i>) Summarization Text Features Text Structures Definitions of content area vocabulary Central Idea Figurative Language Visualization of text Plot elements Author's Craft 	<ul style="list-style-type: none"> Explain the story character's development, internal conflict, and plot.- the <i>Aha Moment</i> signpost. Question what they read.-the <i>Contrasts and Contradictions</i> signpost. Summarize informational and narrative text. Identify text features. Identify text structures. Use context and text features to determine meaning of content area vocabulary. Determine the central idea of text. Recognize figurative language such as simile, idiom and metaphor. Use language in the selection to visualize characters and events. Identify and analyze plot elements. Recognize features of author's craft.
Reading Foundational Skills:	<ul style="list-style-type: none"> Short and long vowels Syllable division patterns Fluent Reading 	<ul style="list-style-type: none"> Decode and Encode short and long vowels. Decode and encode syllable division patterns VCCV, VCV, VV. Read a text with accuracy and appropriate rate and expression. Practice using stroke and letter formation (continuous stroke, appropriate size, spacing,

		<p>connected letters to write faster) for cursive handwriting. (ongoing)</p> <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Informational writing process 	<ul style="list-style-type: none"> • Identify, audience and purpose for writing. • Brainstorm ideas and select a topic for writing a description. • Create a detailed web to gather information which includes main ideas and details. • Write a first draft that follows the informational structure (description). • Use model text to identify features and include in writing. • Use facts, specific details and descriptive language in writing. • Draft an introduction and conclusion. • Engage in peer review to provide and receive feedback on writing. • Revise writing to repair fragments and incorporate peer feedback. • Edit draft using complete sentences and correct spelling, punctuation, capitalization & grammar. • Evaluate writing using a rubric and set goals. • Share final draft with peers.
Speaking & Listening:	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • participate in a variety of collaborative discussions about a text in which they summarize information and/or paraphrase peers' ideas.

Language:	<p>Academic Vocabulary/Critical Vocabulary: perception, aroma, distinguish, tactile, luminous, transparent, reflect, illuminates, judge, relish, familiar, savor, enhance, accepted, obstacles, command, denying, adapt, comfort, absurd, taunt, forfeit, despised, ferocious, elaborately, coveted</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): *central idea, *detail, *summarize, multiple-meaning words, homonyms, diagram, graphic feature, text feature, *root word, suffix, text structure, content area words, *context clues, domain, ,context, digital text, media, sound elements, visual elements, clarify, *figurative language, idiom, metaphor, simile, *author’s purpose, visualize, climax, *conflict, falling action, *plot, resolution, rising action, *elaboration, author’s craft, voice, *evidence, expository</p> <p>Generative Vocabulary: Latin Root lumin, Suffixes -ness, -ment, -y, -ly</p> <p>Conventions of Standard English, Grammar and Usage: common and proper nouns, adjectives, sentence fragments</p>	<ul style="list-style-type: none"> ● Identify idioms. ● Identify similes. ● Identify metaphors. ● Determine why author’s use specific types of figurative language. ● Use and encode homophones correctly.
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Unit Number and Title:	Module 3: Relationship Skills: Rise to the Occasion
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 3 ● HMH’s Into Writing Manual Module 3 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Ellen Ochoa</i>, biography ○ <i>Never Give Up</i>, argumentative text ○ <i>Rent Party Jazz</i>, historical fiction, William Miller ○ <i>Hurricanes: A Force of Nature</i>, informational text/interview ○ <i>Sixteen Years in Sixteen Seconds: The Sammy Lee Story</i> by Paula Yoo ○ <i>Catch Me if You Can</i>, play, Carol Schaffner ○ <i>My diary from Here to There</i>, autobiographical fiction, Amada Irma Pérez ○ <i>The Kite Fighters</i>, argument, Linda Sue Park ● Video <ul style="list-style-type: none"> ○ <i>Rise Up</i>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that present them with examples of overcoming personal challenges. There will be many opportunities for learners to practice communicating effectively during collaborative discussions and oral presentations, develop their writers’ voices as they compose opinion essays and respond to texts, practice using strategies skilled readers use to make meaning, draw conclusions and build their vocabulary. Students will write an opinion essay while engaging in the writing process.</p> <p>In this module, in addition to historical fiction, learners will encounter biography, informational and</p>

	<p>argumentative text, autobiographical fiction, and a play to build knowledge across genres and synthesize topic knowledge. In addition, this module offers students opportunities to explore language use as part of the author's craft. They will also visualize, synthesize ideas, identify plot elements and themes, identify claims and points of view, explore figurative language and elements of drama in order to better understand unfamiliar texts. As students synthesize topic knowledge, they will learn that with individual courage and the support of family, friends, and community members, people can face any challenge.</p> <p>Students will read a variety of texts to understand how people meet personal challenges. Students will read a historical fiction text, <i>Rent Party Jazz</i>, in which a boy gives his mom the idea of holding a rent party as a way to help the family pay rent after she loses her job. The biography <i>Ellen Ochoa</i> teaches students about the first Latina astronaut and her philosophy about goal setting. Students will use informational text to visualize descriptive details about hurricanes as well as compare points of view in primary and secondary sources. In the play <i>Catch Me If You Can</i>, learners will gain exposure to idioms, adages and proverbs as well as recognize the elements of drama. <i>My Diary from Here to There</i> introduces students to Amanda, a young girl whose diary describes her Mexican family's immigration experience from Mexico to the US. Finally, in <i>Kite Fighters</i>, students learn that it is common to struggle when we try something new but through practice, problem solving and perseverance, people can have success.</p> <p>As students synthesize topic knowledge, they will learn how people overcome obstacles with various types of support from friends, family and community members. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of how people can successfully meet personal challenges, especially when they have strong relationships with others.</p>
Learning Goals	
Standard(s):	<p>Reading Literature 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.</p>

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading 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.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author **uses**

reasons and evidence to support particular points in a text”).

Speaking & Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	
Essential Question(s):	<ul style="list-style-type: none"> ● What does it take to meet a challenge? ● Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● People can face challenges with various types of support. ● Certain character traits are important in order to overcome a challenge. ● People support one another through challenges in one another's lives. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>Quoted Words</i>) ● Claim ● Text synthesis ● Author's craft ● Story elements ● Theme ● Visualization of text ● Elements of Drama ● Figurative Language ● Prediction ● Point of View ● Primary vs Secondary Sources ● Research process 	<ul style="list-style-type: none"> ● Explain the story's theme, or its big idea, moral, or lesson.- the <i>Words of the Wiser</i> signpost. ● Identify quotes to tell a person's opinion or point of view. - the <i>Quoted Words</i> signpost. ● Identify the author's claim in an argumentative text. ● Connect known information to what they are learning from a text. ● Identify author's craft techniques of language, anecdote and hyperbole. ● Identify conflict, resolution, rising and falling action and climax in a story. ● Explain how a story's setting affects the plot. ● Identify and infer basic themes. ● Explain the author's purpose /message. ● Identify how visualizing a text helps support

		<p>comprehension.</p> <ul style="list-style-type: none"> ● Identify elements of drama including dialogue, scene, act, and stage directions. ● Distinguish between literal vs. figurative language in text. ● Make and confirm predictions before, during and after reading. ● Identify Point of View as a way to understand. ● Who is narrating the story and how it informs character perspective. ● Explain how point of view differs from fiction and nonfiction texts. ● Identify, compare and contrast primary and secondary sources. ● Take notes from text for research.
Foundational Skills:	<ul style="list-style-type: none"> ● Vowel sounds ● Fluency 	<ul style="list-style-type: none"> ● Decode and encode vowel sounds. ● Read with accuracy, appropriate rate and expression. ● Practice using stroke and letter formation. (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing).
Writing:	<ul style="list-style-type: none"> ● Opinion writing process 	<ul style="list-style-type: none"> ● Use terminology related to opinion/argument texts. ● Identify and use transition words appropriately. ● Write a response to a prompt which includes text

		evidence.
Speaking & Listening:	<ul style="list-style-type: none"> ● Formal and informal discussion ● Oral presentation 	<ul style="list-style-type: none"> ● use collaborative discussion routines in order to participate in discussion. ● Use formal or informal language appropriately for the given format (small group vs. whole class). ● Present information clearly and logically to a large group on a given topic. ● Use visuals as needed to enhance the presentation.
Language:	<p>Academic Vocabulary/Critical Vocabulary:confront, dauntless, endurance, dedication, auction, drifting, damp, spare, verses, chorus, brimming, surge, perished, debris, adoringly, capable, spectators, disbelief, burst, opportunities, immigration, refugees, amazing</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): claim, synthesize, *antonym, *synonym, anecdote, *author’s craft, formal language, informal language, suffix, climax, *conflict, falling action, *plot, resolution, rising action, *theme, visualize, primary source, secondary source, *point of view, act, *dialogue, drama, scene, *setting, stage direction, adage, idiom, literal language, proverb, confirm, prediction, *context,</p>	<ul style="list-style-type: none"> ● Explain the difference between synonyms and antonyms. ● Use roots and affixes to determine the meanings of words. ● Define idiom and proverb. ● Define homonyms. ● Use end punctuation correctly. ● Use commas correctly.

	<p>multiple-meaning words, homonyms, *character, prefix, *root word, *base word, *narrator, figurative language, voice, claim, *elaboration, *evidence, *opinion, perspective, *reason</p> <p>Generative Vocabulary: Suffixes -ful, -ous, -less, Latin Roots vis, aud, spec, Prefixes over-, under-</p> <p>Conventions of Standard English, Grammar and Usage: declarative, exclamatory and interrogative sentences, subject-verb agreement, quotation marks, capitalization</p>	
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Unit Number and Title:	Module 4: Community Heroes: Heroic Feats
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 4 ● HMH’s Writing Workshop Manual Module 4 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Mack and the Hidden Tree House</i>, realistic fiction ○ <i>Who’s a Hero</i>, informational ○ <i>Prince Charming Misplaces His Bride</i>, fairy tale, Christopher Healy ○ <i>Heroes</i>, by Ken Mochizuki ○ The Legend of Freedom Hill by Linda Jacobs Altman, realistic fiction ○ <i>Smokejumpers to the Rescue!</i>, narrative nonfiction, Laurie Toupin ○ <i>Irena’s Jars of Secrets</i> by Marcia Vaughan, narrative nonfiction ○ <i>Louis Sockalexis: Native American Baseball Pioneer</i> by Bill Wise ○ Malala Yousafzai: <i>Warrior with Words</i> by Karen Abouraya, narrative nonfiction ○ <i>Perseus and the Fall of Medusa</i>, myth/play, Claire Daniel ○ <i>St. Augustine: A Story of America</i>, narrative nonfiction, Cynthia Benjamin ○ <i>Love Will See You Through</i>, narrative, Angela Farris Watkins ● Video <ul style="list-style-type: none"> ○ <i>Everyday Heroes</i> <p>Cross-curricular connections: Social Studies - The United States as a Region grade 4 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts that present them with examples of what makes someone a hero. There will be opportunities for students to learn how language works and to communicate effectively while participating in discussions, develop their skills as story writers, learn strategies and skills of skilled readers and practice how to find evidence to support ideas and conclusions about what they have read. Students will write a narrative story while engaging in the</p>

	<p>writing process.</p> <p>This module provides exposure to informational text and different types of narrative text that include the genres of fairy tale and myth. These texts provide students with opportunities to identify text features, text structures, story elements, point of view, figurative language and theme. Students will read <i>Prince Charming Misplaces His Bride</i> to learn to recognize characteristics of fairy tales and explore point of view and theme. <i>Smokejumpers to the Rescue</i> is about heroic firefighters that jump out of planes to fight wildfires. This text will teach students to recognize features of informational text and explore the problem solution text structure. In the mythological play, <i>Perseus and the Fall of Medusa</i>, students will learn to identify elements of drama and recognize figurative language including simile, imagery and allusion in Greek mythology. Students will also read the narrative nonfiction selection, <i>St. Augustine: A Story of America</i>, to learn about the settlement of St. Augustine. Students will be able to analyze how chronological, cause and effect, and problem and solution text structures contribute to text meaning. Students will also discuss the author's perspective and how it relates to the author's purpose.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will explore how heroism is defined. In addition students will have opportunities to deepen their understanding of the P-12 vertically aligned essential question related to the idea of conflict as they explore how people can overcome obstacles through strength, courage and confidence.</p>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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 literature from different cultures.</p>

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.

Reading: 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.

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 grade 4 topic or subject area.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “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].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Speaking & Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- e. Form and use prepositional phrases.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a

	<p>word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L.4.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What makes someone a hero? ● How do conflict and challenge contribute to personal growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Heroes use personal courage and confidence to overcome challenges. ● Conflict and challenge can make a person stronger in order to overcome obstacles. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>3 Big Questions, Contrasts and Contradictions</i>) ● Theme ● Text and graphic features ● Visualization of Text ● Point of view vs. character perspective ● Inference ● Text Structure ● Synthesis ● Elements of Drama 	<ul style="list-style-type: none"> ● Understand character or setting by thinking about why the characters do what they do.-the <i>Contrasts and Contradictions</i> signpost. ● Question what the author says and how it relates to what they already know.- the <i>3 Big Questions</i> signpost. ● Identify and infer basic themes. ● Explain the author’s purpose/message. ● Explain how text features and graphics help a reader understand a text. ● Use text features and graphics to deepen comprehension. ● Explain how visualizing a text helps support

	<ul style="list-style-type: none"> ● Self-monitoring strategies 	<p>comprehension.</p> <ul style="list-style-type: none"> ● Identify the narrator's point of view and explain how it differs from character perspective. ● Use what they know about a topic in addition to information in the text to draw conclusions and make inferences. ● Use text clues to identify different text structures (chronological, cause-effect, problem-solution & comparison-contrast). ● Connect what they know to what they are learning from a text to develop and deepen understanding. ● Identify elements of drama including dialogue, scene, act, and stage directions. ● Explain how plays differ from prose and poems. ● Explain how different elements of drama help readers understand characters and plot. ● Ask and answer questions during reading to self-monitor and ensure comprehension. ● Use context clues to determine the meaning of unfamiliar words.
Foundational Skills:	<ul style="list-style-type: none"> ● Multisyllabic words ● Plural nouns ● Fluent Reading 	<ul style="list-style-type: none"> ● Decode multisyllabic words. ● Decode and encode vowel + /r/ sounds /ôr/ and /ûr/. ● Decode and encode vowels with regular and irregular plurals. ● Read a text with appropriate phrasing, rate and expression. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing,

		<p>connected letters to write faster) for cursive handwriting. (ongoing)</p> <ul style="list-style-type: none"> ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Elements of written response 	<ul style="list-style-type: none"> ● Provide text evidence when writing a response to reading.
Speaking & Listening:	<ul style="list-style-type: none"> ● Oral Directions ● Dramatic performance 	<ul style="list-style-type: none"> ● Follow and restate oral instructions. ● Create instructions for others to follow. ● Prepare for and rehearse in order to perform a play.
Language:	<p>Academic Vocabulary/Critical Vocabulary:aspire, confidence, endeavor, fearlessness, elegant, foreboding, episode, scowled, intimidated, subdued, disheveled, rigid, feisty, sulked, timid, strenuous, devised, distress, odyssey, destiny, mortal, timid, strenuous, devised, distress, odyssey, destiny, mortal</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): graphic feature, text feature, visualize, homograph, homophone, *narrator, *point of view, prefix, *theme, synthesize, *author’s purpose, problem, *clarify, act, character tag, *dialogue,</p>	<ul style="list-style-type: none"> ● Identify roots, prefixes and suffixes. ● Distinguish between homophones and homonyms. ● Use homophones and homonyms correctly. ● Define imagery. ● Form and use prepositional phrases. ● Spell grade-appropriate words correctly, consulting references as needed.

	<p>drama, prose, scene, stage directions, suffix, figurative language, imagery, simile, *inference, *antonym, *synonym, *heading, visual, cause, chronology, effect, perspective, elaboration, *evidence, expository</p> <p>Generative Vocabulary: Prefixes sub-, fore-, Suffixes -able, -ible, Suffixes -able, -ible</p> <p>Conventions of Standard English, Grammar and Usage: punctuation (end, commas, quotation marks), homophones, homonyms, prepositions, subject-verb agreement</p>	
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Unit Number and Title:	Module 5: Art and Culture: Art Everywhere
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 5 ● HMH’s Writing Workshop Manual Module 5 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Carmen Lopez Garza: Bringing Memories to Life</i>, biography ○ <i>Why Art Centers Matter</i>, argumentative text ○ <i>The Beatles Were Fab (and They Were Funny)</i>, biography, Kathleen Krull and Paul Brewer ○ <i>Let’s Dance Around the World</i>, informational, Leticia Ann Kimura and Annabel Wildrick ○ <i>Just Like Me</i> by Fourteen Artists, narrative nonfiction ○ <i>A Song for Cambodia</i> by Michelle Lord, biography ○ <i>Capoeira: Game! Dance! Martial Art!</i> By George Ancona, nonfiction ○ <i>The Art of Poetry</i> (“<i>Necessary Gardens</i>” “<i>Eating Alphabet Soup</i>” “<i>The Big-Word Girl</i>” “<i>Balloon</i>” “<i>The Arrow and the Song</i>” “<i>Quiet Water</i>” “<i>Better Fun</i>”, poetry, J. Patrick Lewis, Bob Raczka, Henry Wadsworth Longfellow, Francisco Alarcón ○ <i>Mr. Ferris and His Wheel</i>, informational, Kathryn Gibbs Davis ● Video <ul style="list-style-type: none"> ○ Art for All ○ How Can Photos Take Us Back in Time?, #MetKids
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that present them with information about the arts. Learners will have multiple opportunities to communicate effectively during collaborative discussions and by presenting information, to develop their voices as they write expository essays and respond to texts, and to practice using strategies skilled readers use to make meaning, draw conclusions and build their vocabulary. Students will write an expository essay while engaging in the writing process.</p>

Students will encounter biography, informational and argumentative text and poetry to develop their knowledge across genres and synthesize topic knowledge. This module offers learners opportunities to visualize, identify and analyze central ideas and themes, explore elements of poetry, identify text structure as well as text and graphic features. They will also explore figurative language and monitor for meaning in order to better understand unfamiliar texts. As students synthesize topic knowledge and continue to develop their vocabulary, they will learn that sharing creative talents and innovative ideas with the world can bring people closer together.

Students will read a variety of texts to understand how the arts bring joy, inspiration and connect us to our communities. Students will read about why art centers are important for communities. They will also read about a variety of artistic media including music, photography and dance. about how four young musically talented men came together in England and redefined music in the 1960s, creating a worldwide craze known as “Beatlemania.” Students will discuss and write about how the group's musical talents affected their lives as well as the lives of people around the world. Learners will learn about artist and author Carmen Lomas Garza and how her pride in her Mexican-American heritage is reflected in her art and stories. Learners will watch a video about historical photography, hear from a museum expert and a student and respond to a prompt about how different photographers’ photos can contribute to people’s understanding about the past. In *Let’s Dance around the World*, learners will explore why dance is important to all cultures and how dancers like tap dancer Savion Glover have influenced dance styles. Learners will also encounter a variety of poems in this module in order to consider how poems express ideas in creative ways. Finally, students will read about the first Ferris wheel exhibited during the 1893 Chicago World’s Fair and learn that these fairs were international expositions of scientific and cultural ideas and products.

As students synthesize topic knowledge, they will learn how people can use and develop their creative talents. In addition, learners will deepen their understanding of the PK-12 vertically aligned essential question about how art teaches us what a culture values and how sharing our creative talents and innovations can build community, making the world a better place.

Learning Goals

Standard(s):	<p>Connecticut Core Standards</p> <p>Reading: Literature</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p> <p>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.</p> <p>Reading: Informational Text</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Writing

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 4 Reading standards to literature (e.g., “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].”).

Speaking & Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a

	<p>word (e.g., telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	
Essential Question(s):	<ul style="list-style-type: none"> How far can your talents take you? How does art tell us about what a culture values and help build community? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> Sharing our creative talents can build community and make the world a better place. Art is a reflection of culture and an expression of ideas. 	
Learning Goal(s):	<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Quoted Words, Contrasts and Contradictions</i>) Fact and Opinion Support an argument Self Monitoring Strategies Central Idea Nonfiction Text Features Visualization Elements of Poetry Theme 	<ul style="list-style-type: none"> Understand character or setting by thinking about why the characters do what they do.-the <i>Contrasts and Contradictions</i> signpost. Notice quotes to tell a person’s opinion or point of view.- the <i>Word Gaps</i> signpost. Identify facts and opinions. Explain the difference between fact and opinion. Identify the evidence provided in a text to support a claim. Use questioning before, during and after reading to ensure comprehension. Use text clues to identify central idea. Use text features and graphics to deepen comprehension.

		<ul style="list-style-type: none"> ● Use five senses to visualize when reading poetry. ● Identify structure of poetry. ● Identify literary devices used in poetry. ● Identify and infer basic seems of poetry.
Foundational Skills:	<ul style="list-style-type: none"> ● Base Words ● Base words in multisyllabic words ● Spelling Patterns ● Long Vowels ● Fluent Reading 	<ul style="list-style-type: none"> ● Decode words with sound/spelling changes. ● Decode multisyllabic words where final y. changes to i when adding suffix (er, est, ed, es). ● Recognize spelling in regular and irregular plural nouns. ● Identify base words in multisyllabic words. ● Encode words with ed or ing. ● Decode and encode words with spelling patterns for final long e (y,ey, ie). ● Read a text with appropriate phrasing, rate and expression. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Expository Writing Process 	<ul style="list-style-type: none"> ● Brainstorm and craft central idea. ● Draft expository essay. ● Edit and revise draft.
Speaking & Listening:	<ul style="list-style-type: none"> ● Active Listening ● Discussion 	<ul style="list-style-type: none"> ● Engage in discussion as an active participant. ● Use collaborative discussion routines in order to participate in discussion about a video.

Language:	<p>Academic Vocabulary/Critical Vocabulary: inspiration, expressive, creativity, sculpture, dignified, stunned, polished, regretted, hilarious, observant, flattered, trampled, curator, foreground, background, rhythmic, distinctive, highlight, horizontal, necessary, unsurpassed, stir, extraordinarily, cruising, plunges</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): claim, *evidence, fact, *opinion, *synonym, *reason, suffix, *author’s purpose, chronological order,* text structure, *descriptive language, figurative language, idiom, *sensory word, plagiarism, *paraphrase, clarify, monitor, *central idea, *detail, *supporting evidence, *compare, *contrast, visualize, homograph, homophone, *elements of [poetry, imagery, onomatopoeia, rhyme, rhythm, sound device, stanza, prefix, metaphor, simile, *theme, perspective, *transition word</p> <p>Generative Vocabulary: Suffixes -ity, -ty, -er, -or, -ist, -er, -or, -ist</p> <p>Conventions of Standard English, Grammar and Usage: compound</p>	<ul style="list-style-type: none"> ● Identify idioms in text. ● Identify descriptive language and sensory words. ● Explain the use of similes and metaphors and differentiate between them. ● Describe allusion. ● Determine the meaning of and use words with er, or, and ist. ● Determine the meaning of and use words with un and in.
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	sentences, progressive verb tenses (e.g., I was walking; I am walking; I will be walking), relative pronouns (e.g., who, whose, whom, which, that)	
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Unit Number and Title:	Module 6: Earth Science: Natural Wonders: Marvels and Nature
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 6 ● HMH’s Writing Workshop Manual Module 6 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Incredible Waterfalls</i>, informational ○ <i>Seven Natural Wonders</i>, informational ○ <i>Mariana Trench</i>, informational, Michael Woods and Mary Woods ○ <i>Weird and Wondrous Rocks</i>, informational, April Pulley Sayre ○ <i>Nature’s Wonders (poetry collection)</i> "The Great Barrier Reef", "The Mariana Trench", "Aurora Borealis", "Mount Everest", poetry/informational, Robert Schechter, X.J. Kennedy, Steven Withrow ○ <i>Grand Canyon: A Trail Through Time</i>, literary nonfiction, Linda Vieira ○ <i>Coral Reefs</i>, correspondence, Jason Chin ● Videos <ul style="list-style-type: none"> ○ <i>Amazing Planet Earth</i> ○ <i>Grand Canyon</i> <p>Cross-curricular connections: Science - Earth’s Systems grade 4 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts that present them with information about Earth’s exciting and natural wonders. . There will be opportunities for students to learn how language works and to communicate effectively while participating in discussions, develop their skills as story writers, learn strategies and skills of skilled readers and practice how to find evidence to support ideas and conclusions about what they have read. Students will write a letter while engaging</p>

	<p>in the writing process.</p> <p>A focus on informational text provides students with opportunities to identify text features, central ideas, and text structures in order to better understand unfamiliar texts. Students will also encounter poetry and literary nonfiction (narrative nonfiction) to build knowledge across genres.</p> <p>Students will read <i>Mariana Trench</i> which describes in detail about the lowest place on Earth. While learning about this natural wonder students will also identify central ideas of the text and supporting details. The selection <i>Weird and Wonderful Rocks</i> describes ‘weird rock” sites in the United States. In this text students will learn to recognize characteristics of cause and effect text structure. The book, <i>Nature’s Wonders: Poetry about our Amazing Earth</i> will expose students to poems about The Great Barrier Reef, The Mariana Trench, Mount Everest, and the Aurora Borealis. Through this text students will learn structural elements of poetry, visual arrangement of stanzas and lines, and poetic devices of rhyme and alliteration. Finally, in this literary nonfiction text, <i>Grand Canyon: A Trail Through Time</i>, students will read about the wonders of the Grand Canyon including its history and formation. Students will make inferences about the text, recognize simile and metaphor, and author’s voice.</p> <p>As students build their vocabulary and synthesize topic knowledge about the Earth’s natural wonders, they will learn that our world is full of unique places on land, in the ocean, and in the sky. In addition students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how the environment wonders can impact our lives.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading Literature 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.4.4 Determine the meaning of words and phrases as they are used in a text, including those that</p>

allude to significant characters found in mythology (e.g., Herculean).

RL.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.

Reading Informational

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 grade 4 topic or subject area.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses

	<p>reasons and evidence to support particular points in a text”).</p> <p>Speaking & Listening SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>Language L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. c. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. d. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. d. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. e. Recognize and explain the meaning of common idioms, adages, and proverbs. f. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What makes Earth’s natural wonders exciting and unique? ● How do Earth’s changes over time create natural wonders?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Earth is full of unique places with amazing wonders on land, in the ocean, and in the sky. ● The Natural Wonders of the World are scenic places that are often visited, can support life, and

	<p>some people work to protect them.</p> <ul style="list-style-type: none"> The Earth’s surface has changed over time creating the landscape we inhabit and will continue to change in the future. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>Word Gaps</i>) Text and graphic features Summarization Text Structure Structural Elements of Poetry Literary Devices of Poetry Author’s Craft in Poetry Fact versus Opinion Inferring 	<ul style="list-style-type: none"> Question what they read..-the <i>Contrasts and Contradictions</i> signpost. Question unfamiliar words or phrases in the text- the <i>Word Gaps</i> signpost. Recognize characteristics of informational text. Identify text and graphic features. Use text and graphic features to understand text. Determine central ideas and supporting details. Summarize central idea and relevant details. Recognize cause and effect text structure. Identify structural elements of poetry: line break and stanza. Identify literary devices in poetry: rhyming, rhythm, imagery. Identify the author's craft techniques: mood, voice and figurative language. Understand the difference between fact and opinion. Make inferences from ideas in the text. Identify reasons and evidence that support inferred ideas.
Foundational Skills:	<ul style="list-style-type: none"> Spelling patterns 	<ul style="list-style-type: none"> Decode and encode words with k, ng, kw.

	<ul style="list-style-type: none"> ● Fluent Reading 	<ul style="list-style-type: none"> ● Decode and encode words with prefixes: re, un, and dis. ● Read a text with appropriate phrasing, rate and expression. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Parts of a Formal Letter ● Summarization 	<ul style="list-style-type: none"> ● Draft a formal letter using formal language and organizational structure. ● Write a summary of an informational text including the central idea and relevant supporting details.
Speaking & Listening:	<ul style="list-style-type: none"> ● Questioning 	<ul style="list-style-type: none"> ● Generate and ask questions about a text to aid comprehension.
Language:	Academic Vocabulary/Critical Vocabulary: scenic, landscape, canyon, landform, trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous, trench, summit, thrive, prehistoric, vital, glimpse, submersible, remotely, autonomous, shatter, sentries, chasm, glistens, embedded, eroding	<ul style="list-style-type: none"> ● Identify figurative language in text : simile and metaphor. ● Determine the meaning of words with auto, bio, photo, graph.

	<p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): graphic feature, text feature, *summarize, dictionary, reference source, *central idea, *detail, *supporting evidence, *root, prefix, cause, chronology, *compare, *contrast, effect, text structure, visual, thesaurus, *author’s craft, figurative language, imagery, voice, suffix, alliteration, personification, rhyme, rhythm, sound device, stanza, media, media techniques, *inference, shades of meaning, synonym, *fact, *opinion, simile, metaphor, sensory word, voice, *elaboration, expository</p> <p>Generative Vocabulary: Greek Roots auto, bio, photo, graph, Suffixes -ness, -ment, Prefix -inter</p> <p>Conventions of Standard English, Grammar and Usage: sentence structure, verb tenses, modal auxiliaries (e.g., can, may, must), commas</p>	
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Unit Number and Title:	Module 7: Traditional Stories and Culture: Tricksters and Tall Tales
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 7 ● HMH’s Into Writing Manual Module 7 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Anaya</i>, informational ○ <i>A Tale of Traditional Tales</i>, informational ○ <i>Thunder Rose</i>, informational, Jerdine Nolen ○ <i>The Crane Girl</i> by Curtis Manley, fiction, haiku ○ <i>A Man Called Raven</i>, by Richard Van Camp, fantasy ○ <i>Blind Ambition (from Nat. Geo. Kids magazine)</i>, personal narrative, Matthew Cooper and Rachel Buchholz ○ <i>In the Days of King Adobe (from Watch Out for Clever Women)</i>, folktale, Joe Hayes ○ <i>A Pair of Tricksters</i>, fable/trickster tale, John and Caitlín Matthews; Aesop ○ <i>Ten Suns: A Chinese Legend</i>, legend, Eric A. Kimmel ○ <i>The Luck of the Loch Ness Monster</i>, narrative, A.W. Flaherty ● Videos <ul style="list-style-type: none"> ○ <i>A Poor, Defenseless Wolf</i> ○ <i>Ten Suns: A Chinese Legend</i>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about traditional tales. A genre focus on traditional stories provides students with opportunities to identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts. Students will also encounter an informational text to build knowledge across genres. Students will write an imaginative story while engaging in the writing process.</p> <p>This genre focus on traditional tales in this module will provide students with opportunities to</p>

	<p>determine central ideas and supporting details, recognize features of traditional tales and folktales, and identify themes as the message or lesson the author wants to share with the reader. Students will also encounter writing a narrative piece and through the writing process will select an audience and purpose for their story, describe in depth the characters, setting, and events in a story including conflict/resolution while organizing and developing the structure and ideas of a narrative piece.</p> <p>Students will build their knowledge about traditional stories, with a focus on story genres, such as tall tales, trickster tales, and legends. They will read texts and view videos about what lessons you can learn from characters in traditional tales. Children will also write an expository essay to tell why it is important to consider the results of their actions.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that traditional stories can teach many lessons about life and the world around us. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to how stories tell us about what a culture values.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading Literature 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.4.4 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.</p> <p>Reading Informational Text</p>

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 grade 4 topic or subject area.

Foundational Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

- a. Read on-level text with purpose and understanding.

Writing

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “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].”).

Speaking & Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Language L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). e. Form and use prepositional phrases L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What can you learn from studying characters in traditional tales? • How do stories tell us about what a culture values? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Traditional stories teach lessons about life and the world around us. • Stories share traditions and customs that are valued and important to preserve. 	
Learning Goal(s): Skills)	Content Students will know...	Skills Students will be able to...
	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments and Again and Again</i>) • Central Idea • Traditional Stories • Retell • Character • Prediction • Theme • Synthesizing Information 	<ul style="list-style-type: none"> • Explain the story, events, character, or setting change.-the <i>Aha Moments</i> signpost. • Repetition is an important Symbol.- the <i>Again and Again</i> signpost. • Determine central idea and supporting details. • Recognize features of traditional tales. • Recognize features of folktales. • Recognize characteristics of fables/trickster tales. • Recognize traits of a legend. • Retell a familiar story including plot elements and

		<p>themes.</p> <ul style="list-style-type: none"> ● Use text evidence to identify character traits. ● Make, correct and confirm predictions using the text. ● Define theme as the message or lesson the author wants to share with the reader. ● Recognize the theme and support with text evidence. ● Define synthesizing as putting together information to see ideas in new ways. ● Learn the steps of synthesizing.
Foundational Skills:	<ul style="list-style-type: none"> ● Spelling Patterns ● Fluency 	<ul style="list-style-type: none"> ● Decode and Encode multisyllabic words with suffixes: -ful, -less, -ness, -ment. ● Determine the meaning of words with -ion. ● Decode multisyllabic words with the VCCV pattern. ● Decode multisyllabic words with VCV pattern ● Read aloud grade level text with fluency and accuracy. ● Use expression to aid comprehension. ● Read grade level text at an appropriate rate. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)

<p>Writing:</p>	<ul style="list-style-type: none"> ● Narrative 	<ul style="list-style-type: none"> ● Engage in writing as a process. ● Use prewriting strategies to plan the first draft of an imaginative story. ● Narrow the topic of the story. ● Select an audience and purpose for the story. ● Describe in depth the characters, setting, and events in a story. ● Plan the first draft of an imaginative story. ● Describe writing plans by using graphic organizers. ● Compose an informational free write featuring a topic sentence. ● Develop a first draft by organizing its structure and developing an engaging idea. ● Write in a short time frame. ● Examine and identify types of conflict in literary texts. ● Compose the first draft of an imaginative story. ● Recognize the pattern of organization in a literary text. ● Identify resolution in a literary text. ● Organize and develop the structure and ideas of a first draft. ● Use transition words to manage a sequence of events. ● Revise a literary text to improve its organization and clarity of content. ● Pose and respond to questions. ● Revise drafts for clarity of content, with support
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		<p>from peers and adults.</p> <ul style="list-style-type: none"> ● Utilize elements of style, such as word choice. ● Choose words to convey ideas precisely. ● Revise drafts to provide clarity. ● Edit drafts to check for elements of an imaginative story, maintain complete sentences and subject-verb agreement, ensure correct capitalization and punctuation. ● Publish written works as part of the writing process. ● Use technology to produce and publish writing.
Speaking & Listening:	<ul style="list-style-type: none"> ● Retell ● Paraphrase text read aloud 	<ul style="list-style-type: none"> ● Use story elements in your own words to retell a story. ● Use language structure such as first then finally. ● Use active listening to paraphrase read aloud.
Language:	<p>Academic Vocabulary/Critical Vocabulary: trickster, shrewd, exaggeration, legendary, recall, vividly, accentuated, partial, splendor, resourceful, disposition, commendable, devastation, thrifty, generous, character, fascinated, succulent, clamped, gratitude, withered, scorching, reckless, assumed, prosper</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy):</p>	<ul style="list-style-type: none"> ● Define and identify idioms, adages and proverbs. ● Identify figurative language in a traditional story: simile, metaphor, hyperbole and sensory language.

	<p>*central idea, *detail, retell, analogy, figurative language, hyperbole, simile, prefix, suffix, *character, *character traits, literary elements, adage, proverb, confirm, prediction, moral, *theme, alliteration, assonance, figurative language, sound device, synthesize, animation, live action, sound elements, visual elements, reference source, text feature, graphic feature, *cause, *effect, literary elements, sequence, *elaboration, *transition words</p> <p>Generative Vocabulary: Suffixes -ion, -ity, -ty, Prefixes mis-, pre-, dis</p> <p>Conventions of Standard English, Grammar and Usage: adverbs, action verbs, parts of speech, capitalization, prepositions</p>	
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Unit Number and Title:	Module 8: Nutrition and Healthy Habits: Food for Thought
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 8 ● HMH’s Into Writing Manual Module 8 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>Not So Sweet</i>, informational ○ <i>To Your Health</i>, informational, ○ <i>Eco-Friendly Food</i>, informational, Cath Senker ○ <i>Bug Bites</i>, informational, ○ <i>Now You’re Cooking</i>, realistic fiction, Rene Saldana Jr. ○ <i>It’s Disgusting and We Ate It</i>, argumentative, James Solheim ● Videos <ul style="list-style-type: none"> ○ <i>Cupcake vs. Apple</i> ○ <i>Kids Rock Nutrition in the Kitchen</i>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about nutrition. A focus on informational/argumentative text provides students with opportunities to identify text features, ideas and support, and author’s purpose in order to better understand unfamiliar texts. Students will also encounter realistic fiction and recipes to build knowledge across genres. Students will write an opinion essay while engaging in the writing process.</p> <p>The genre focus on informational/argumentative texts in this model will provide students with opportunities to recognize the central idea of a text, evaluate relevant details that support the central idea, identify author’s purpose: to entertain, inform or persuade , explain the difference between the narrator’s point of view and character perspective in literary text and analyze author’s use of third-party person point of view.</p>

	<p>Students will build their knowledge about healthful food, with a focus on the informational/argumentative text genre. They will read texts and view videos about what we can do to make more healthful food choices. They will also write an opinion essay that tells why it is important to eat nutritious foods by researching to identify reasons and support in persuasive texts.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that eating healthful, sustainable food is good for our bodies and our world. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of why change and how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	<p>Reading: Literature</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Reading: Informational Text</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as</p>

needed at the high end of the range.

Foundational Skills

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL. 4.3 Identify the reasons and evidence a speaker provides to support particular points.

Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Question(s):	<ul style="list-style-type: none"> • What can we do to make more healthful food choices? • Why change the way we eat? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • We can make simple changes by becoming more waste-aware to help improve our nutrition and help the planet. • Eating healthful, sustainable food is good for our bodies and our world. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, and <i>Contrasts and Contradictions</i>) • Text and Graphic Features • Comprehension Skills • Central Idea • Author’s Purpose • Claim • Predictions • Point of View 	<ul style="list-style-type: none"> • Explain the story’s theme, or its big idea, moral, or lesson..-the <i>Words of the Wiser</i> signpost. • Notice when a text has contradictions to better understand a text and encourage them to question what they read.- the <i>Contrast and Contradictions</i> signpost. • Recognize the central idea of a text. • Evaluate relevant details that support the central idea. • Identify the author's purpose: to entertain, inform or persuade. • Identify claims and supporting evidence in an argumentative text. • Make and confirm predictions before and during reading. • Explain the difference between the narrator’s point of view and character perspective in literary text. • Analyze the author's use of a third-party person point of view.

Foundational Skills:	<ul style="list-style-type: none"> ● Spelling Patterns ● Fluent Reading 	<ul style="list-style-type: none"> ● Decode words with the VCCV and the VCV syllable division pattern. ● Identify syllable division in words. ● Decode words with open and closed syllables. ● Encode words containing the VCCV and VCV patterns. ● Use phrasing to prompt understanding ● Use correct punctuation. ● Stress key words and phrases to read with proper intonation. ● Use context and self-correction for word recognition and to confirm understanding. ● Apply decoding skills when reading connected text. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Speaking & Listening:	<ul style="list-style-type: none"> ● Communication 	<ul style="list-style-type: none"> ● Take notes and organize thinking. ● Synthesize topic knowledge. ● interpret and analyze media. ● Create and apply oral instructions.
Writing:	<ul style="list-style-type: none"> ● Argument ● Note Taking 	<ul style="list-style-type: none"> ● Identify task, audience, and purpose.

		<ul style="list-style-type: none"> ● Set goals for writing. ● Consider opinions and topics for an opinion essay. ● Use prewriting strategies. ● Gather relevant information. ● Identify reasons and supporting evidence. ● Organize reasons and supporting evidence text. ● Develop an engaging idea in writing. ● Draft an opinion essay supported with reasons. ● Connect ideas in writing. ● Write to persuade. ● Revise writing by combining sentences. ● Relate ideas using conjunctions ● Revise drafts to clearly connect ideas. ● Use transition words to strengthen writing. ● Participate in shared learning activities. ● Publish writing. ● Use technology to assist with writing. ● Use visuals to enhance writing. ● Share writing. ● Conduct a self-evaluation. ● Demonstrate the difference between paraphrasing and plagiarism. ● Learn efficient ways to take notes from resources. ● Develop a bibliography.
Speaking & Listening:	<ul style="list-style-type: none"> ● Summarize 	<ul style="list-style-type: none"> ● Summarize or paraphrase a selection read aloud ● Demonstrate understanding of spoken information
Language:	Academic Vocabulary/Critical Vocabulary: digest, sustainable, nutrition, compost, assess, disposable, convenient,	<ul style="list-style-type: none"> ● Answer questions using multi-word responses ● Answer questions and discuss meanings to develop vocabulary.

	<p>transported, hydrated, impact, intensive, adventurous, unique, pests, edible, forbidden, attitudes, adventurous, unique, pests, edible, forbidden, attitudes</p> <p>Instructional Vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English language Arts and Literacy): text feature, graphic feature, monitor, clarify, context, multiple meaning words, homonyms, *author’s purpose, persuade, *root, suffix, *claim, *fact, argument, *reason, *evidence, *audience, *heading, diagram, graph, expert, media techniques, visual elements, *central idea, *detail, relevant, *supporting evidence, text structure, *opinion, confirm, prediction, analogy, graphic, photo, visual, idiom, *point of view, *character’s perspective*elaboration,</p> <p>Generative Vocabulary: Latin Roots port, dict, Prefixes sub-, fore, Prefixes sub-, fore</p> <p>Conventions of Standard English, Grammar and Usage: synonyms and antonyms, dependent and independent clauses, subordinating conjunctions, relative pronouns (e.g., who, whose, whom, which, that)</p>	<ul style="list-style-type: none"> ● Respond to questions to demonstrate understanding. ● Use sentence structure to recognize connected ideas. ● Rephrase information using words, phrases or sentences. ● Identify the meaning of idioms. ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Use context to determine the meaning of vocabulary words. ● Determine the meaning of multiple meaning words and phrases. ● Answer questions and discuss meanings to develop vocabulary. ● Determine the meaning of words with the Latin roots <i>port</i> and <i>dict</i>. ● Use analogies to understand word relationships. ● Read and understand domain specific vocabulary. ● Identify synonyms and antonyms.
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Unit Number and Title:	Module 9: Conservation: Global Guardians
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 9 ● HMH’s Into Writing Manual Module 9 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>The Life Cycle of Trash</i>, informational ○ <i>The Eco Guardians</i>, letters ○ <i>Luz Sees the Light</i>, graphic novel, Claudia Davila ○ <i>On Sea Turtle Patrol</i>, realistic fiction/informational video, Nancy Dawson ○ <i>How Can We Reduce Household Waste?</i> informational/argumentative text, Mary K. Pratt ○ <i>Seeds of Change</i>, biography, Jen Cullerton Johnson ○ <i>The Case of the Vanishing Honeybees - A Scientific Mystery</i>, informational, Sandra Markle ● Videos <ul style="list-style-type: none"> ○ <i>Young Guardians</i> ○ <i>Animal Sense</i>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media that present them with information about conservation. A genre focus on persuasive text provides students with opportunities to identify ideas and support, text and graphic features, and author’s craft in order to better understand unfamiliar texts. Students will also encounter a graphic novel, realistic fiction, and a biography to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources. Students will write a research report while engaging in the writing process.</p> <p>Students will learn about protecting the planet, with a focus on the persuasive text genre. We will read texts like, <i>Luz Sees the Light</i>, and view videos about what people can do to take care of our planet.</p>

	<p>Children will also write an opinion essay about why people should care for our planet. Carefully selected, content-rich text sets help students build topic knowledge and reading skills. As students build their vocabulary and synthesize topic knowledge, they will learn that it is up to all of us to work together to preserve our planet and its natural resources. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	<p>Reading Literature 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.4.7 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.</p> <p>Reading 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. 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 grade 4 topic or subject area. 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 visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) 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. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

Reading Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Speaking & Listening

- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to

	<p>words with similar but not identical meanings (synonyms).</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What can people do to care for our planet? • How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Working together can preserve our planet and its natural resources. • People can protect animals, act locally, and develop solutions such as planting trees and recycling to protect our planet. • A healthy environment helps us live healthier lives. 	
Learning Goal(s):	Content Students will know...	Skills Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions and Number and Stats</i>). • Ideas and Support • Make Inferences • Text and Graphic Features • Theme • Idiom • Author’s Message • Difference between fact and opinion. • Ask and Answer Questions • Author’s Craft • Literary Elements 	<ul style="list-style-type: none"> • Answer questions will help them understand the characters and the theme as they read fiction texts -the <i>Tough Questions</i> signpost. • Participate in shared research projects. • Answer research questions. • Gather information and evidence from sources. • Work collaboratively to develop a plan of shared responsibilities. • Record notes and use them to develop a public outreach campaign on an environmental issue. • Recognize features of letters. • Identify ideas and their supports. • Make inferences while reading. • Use photos and other graphic features to

	<ul style="list-style-type: none"> ● Text Structure ● Characteristics of a biography 	<p>understand text.</p> <ul style="list-style-type: none"> ● Identify and infer the basic theme and author’s message. ● Share information and ideas about a topic under discussion. ● Ask relevant questions to clarify information. ● Recognize characteristics of persuasive texts. ● Explain how support is used to strengthen ideas. ● Explain the difference between fact and opinion. ● Discuss the selection, listening actively and making relevant comments. ● Make inferences using text evidence. ● Identify the purposes and uses of an inference. ● Discuss the selection, listening actively and making relevant comments. ● Identify graphic features, such as illustrations and visuals. ● Explain the use of graphic features. Write a response that demonstrates understanding of the text. ● Ask and answer questions before, during, and after reading. ● Explain how the author’s use of language contributes to voice. ● Analyze literary elements, such as people, events, setting, and plot. ● Understand the biography’s chronological text structure.
Foundational Skills:	<ul style="list-style-type: none"> ● Decoding: Words with VV 	<ul style="list-style-type: none"> ● Recognize words with the VV syllable pattern.

	<ul style="list-style-type: none"> ● Syllable Division Pattern ● Spelling Words with VV Pattern ● Fluency ● Decoding Final Stable Syllables ● Spelling Final Schwa + /l/ Sound ● Fluency Phrasing 	<ul style="list-style-type: none"> ● Decode longer words with the VV syllable pattern. ● Language Use word containing the VV syllable pattern ● Use the voice to change pitch. ● rhythm, volume, and tone to read with expression. ● Read grade-level text aloud with fluency and expression. ● Apply decoding skills when reading connected text. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Informational Text Writing ● Informational Text Writing: Research Report ● Research: Paraphrase/Cite Sources ● Make Connections 	<ul style="list-style-type: none"> ● Write responses to questions that demonstrate understanding of the text. ● Participate in shared research projects. ● Answer research questions. ● Gather information and evidence from sources. ● Work collaboratively to develop a plan of shared responsibilities. ● Record notes and use them to develop a public outreach campaign on an environmental issue. ● Participate in a presentation to advocate participation in an environmental project.
Speaking & Listening:	<ul style="list-style-type: none"> ● Comprehend texts using teacher support. 	<ul style="list-style-type: none"> ● Participate in a presentation to advocate participation in an environmental project. ● Listening Comprehension.

		<ul style="list-style-type: none"> ● Speaking and Listening: Work Collaboratively. ● Make Connections.
Language:	<p>Academic Vocabulary/Critical Vocabulary: frequent, sufficient, oasis, permission, installing, abandoned, contact, grow/sprout, suggest/ recommend, preserve/protect, several/a lot, Conservation, frequent, sufficient, Oasis, Permission, Installing, abandoned, generate converted, compost, reusable, graphic a visual feature, visual, drawing, illustration, ancestors, swirled, currents, sneered, outspoken, canopy, envision,</p> <p>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *fact, *opinion, *support, antonym, synonym, *theme</p> <p>Generative vocabulary: Suffixes -able, -ible, root, suffix, Suffixes -en, -ic; Spiral Review: Suffixes -ful, -ous, -less</p> <p>Conventions of Standard English, Grammar and Usage: commas and quotation marks</p>	<ul style="list-style-type: none"> ● Big Idea Words: ecology, recycle, conservation, sanctuary. ● Critical Vocabulary: frequent, sufficient, oasis, permission, installing, abandoned. ● Vocabulary Strategy: Synonyms and Antonyms ● Generative Vocabulary: Suffixes -able, -ible; Spiral Review: Greek Roots meter, therm, phon, tele. ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Language Answer questions and discuss meanings to develop vocabulary. ● Language: Ask and answer questions to demonstrate comprehension. ● Determine how the meaning of a word changes with the addition of a suffix. ● Define the use of the two suffixes -able and -ible. ● Identify and describe author's use of common idioms. ● Explain how idioms contribute to meaning in a text. ● Share idioms in original sentences during group discussion.

Unit Number and Title:	Module 10: Communication Nation
Duration:	15-18 days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 10 ● HMH’s Into Writing Manual Module 10 ● Rigby Leveled Readers ● Core Texts <ul style="list-style-type: none"> ○ <i>The Unbroken Code of the Navajo Code Talkers</i>, informational ○ <i>How Technology has Changed Communication</i>, informational timeline ○ <i>The History of Communication</i>, informational, ○ <i>A New Language - Invented by Kids</i>, narrative nonfiction, Charnan Simon ○ <i>Copper’s Lesson</i>, realistic fiction, Sun Yung Shin ○ <i>The Museum Book : A Guide to Strange and Wonderful Collections</i>, informational, Jan Mark ● Videos <ul style="list-style-type: none"> ○ <i>Born to Communicate</i> ○ <i>Dolphin Dinner</i>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media that provide information about communication. A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and realistic fiction to build knowledge across genres. Students will write an expository essay while engaging in the writing process.</p> <p>Students will learn to build their knowledge about communication, with a focus on the informational text genre, they will read <i>The Unbroken Code of the Navajo Code Talkers</i>. We will read texts and view</p>

	<p>videos about what forms communication can take. Children will also choose three forms of communication from their reading and write an expository essay about why those forms of communication are important.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that throughout history, people have always found a way to communicate with each other. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of students expressing ideas clearly and effectively for the intended purpose and specific audience.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>Reading Informational</p> <p>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.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>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.</p>

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Reading: Foundational Skills

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by

planning, revising, and editing.

Speaking and Listening

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

	<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What forms can communication take? ● How does communication work to build human relationships? 	
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Communication shares ideas and information with others through spoken and written words, looking at images, listening to sounds, through sound recordings, motion pictures, signs, and through gestures and facial expressions. ● Throughout history, people have always found a way to communicate with others. ● Different languages and advances in technology throughout history have changed the forms of communication. ● Good communication makes it easier to deal with conflict and build stronger, healthier relationships. 	
<p>Learning Goal(s):</p>	<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>
<p>Reading:</p>	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moments and 3 Big Questions</i>) ● Text and Graphic Features ● Monitor and Clarify ● Text Structure ● Central Idea ● Ask and Answer Questions ● Text Structure ● Central Idea ● Media Techniques 	<ul style="list-style-type: none"> ● Explain the story character’s development, internal conflict, and plot.-the <i>Aha Moments</i> signpost. ● Question what the author says and how it relates to what they already know.-the <i>3 Big Moments</i> signpost. ● Participate in shared research projects. ● Answer a research question. ● Gather information and evidence from sources. ● Work collaboratively with others to develop a plan of shared Responsibilities.

	<ul style="list-style-type: none"> ● Make Inferences ● Plot ● Point of View ● Author’s Craft 	<ul style="list-style-type: none"> ● Participate in a presentation of an invention or advance related to communication. ● Recognize characteristics of informational text. ● Use print and graphic features to comprehend information. ● Recognize a variety of text structures. ● Analyze the use of text structure to achieve a specific purpose. ● Recognize transition words and phrases as clues to a text’s structure. ● Write a response that demonstrates understanding of the text. ● Recognize the central, or main, ideas in an informational text. ● Evaluate relevant or important details to determine key ideas. ● Identify relevant or important details that support the central, or main ideas. ● Interpret visuals in an informational text. ● Explain factual information presented graphically. ● Recognize and describe the features of informational text. ● Synthesize knowledge gained from the week’s texts. ● Summarize the text to maintain meaning and logical order. ● Make inferences about a selection. ● Understand the story structure, elements of plot development, and how the language, setting, and characters contribute to the plot.
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Foundational Skills:	<ul style="list-style-type: none"> ● Multisyllabic Words ● Three-Syllable Words ● Intonation, accuracy and self-correction ● Words with Silent Consonants ● Decode Unusual Spelling Patterns ● Prefixes 	<ul style="list-style-type: none"> ● Decode multisyllabic words. ● Use knowledge of syllabication patterns to decode multisyllabic words. ● Language Decode multisyllabic words by following steps. ● Spell words that have three syllables. ● Read grade-level text aloud with fluency and proper intonation. ● Apply decoding skills when reading connected text. ● Decode words with silent consonants. ● Identify silent consonants in words. ● Practice using stroke and letter formation (continuous stroke, appropriate size, spacing, connected letters to write faster) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

		position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Expository Essay ● Introducing the Focal Text ● Vocabulary 	<ul style="list-style-type: none"> ● Have students work on a piece of writing. ● Prewrite, draft, revise, edit, or publish. ● List possible topics for writing. ● Integrate research and draft a strong conclusion. ● Ask questions to develop a plan for research. ● Recognize appropriate sources. ● Research answers to questions. ● Prepare to Write. ● Conduct Research. ● Integrate the research. ● Use varying sentence length. ● Add transitions. ● Apply strategies for writing to a ● prompt. ● Use text evidence to name different forms of communication and explain why they are important.
Speaking & Listening:	<ul style="list-style-type: none"> ● Research and Media Literacy: Interpret and Analyze Media ● Research and Media Literacy: Plan and Gather Information ● Synthesize Topic Knowledge 	<ul style="list-style-type: none"> ● Make Connections: Synthesize Topic Knowledge. ● Speaking and Listening: Give a Presentation. ● Articulate connections between text and related visuals. ● Language Use cognates to help spell words. ● Listen to fluent reading. ● Set a purpose for listening. ● Summarize or paraphrase a selection read aloud. ● Language Develop language to discuss important points in an informational text.

<p>Language:</p>	<p>Academic Vocabulary/Critical Vocabulary: broadcast, publication, blog, correspond, astonishment, gestures, linguists, instinct, practical, operation, immaculate, inspect, liveliest, stammered, expectantly, demonstrated, significantly, enabled, patent, peak, transmitted, plucked, proposed, influence, Marines, eavesdrop cumbersome, allies, pitch, significantly, enabled patent, peak, transmitted, plucked, proposed influence, inspect, liveliest, stammered , expectantly, demonstrated,</p> <p>Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy):, proposed, influence, text feature, graphic feature, monitor, clarify ,cause, *chronological order, description,* effect, problem, root, suffix,* central idea, *detail, relevant, diagram, *point of view, perspective, antidote, *author’s craft, voice</p> <p>Generative vocabulary: Review Latin Roots tele, port, graph, Prefixes, il-, ir-, Prefixes: in-, im-, Determine the meaning of words with Latin roots tele, port, graph</p> <p>Conventions of Standard English,</p>	<ul style="list-style-type: none"> ● Identify real-life connections between words and their use. ● Use newly acquired vocabulary expressively. ● Discuss text features that help show emphasis and graphic features that help explain ideas. ● Learn key vocabulary to communicate ideas about a topic. ● Review and extend knowledge of reference sources and their use. ● Identify parts of a dictionary entry. ● Review and extend understanding of word meanings. ● Use context to determine the meanings of unfamiliar words.
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	Grammar and Usage: commas and quotation marks, combine sentences, adjectives	
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