

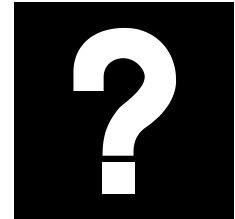
Harrison Township School District
“Where Bright Futures Begin”

Grade: 4
Course: English Language Arts
Theme: Reaching for Goals

Unit #: 6
Trimester: III
Week(s): 31 through 36

Essential Questions

- What does it take to achieve our goals and dreams?
 - How can words change people’s lives?
 - How can our abilities influence our dreams and goals?
 - How can one person’s view of the world affect others?
 - Why do people choose to make sacrifices?
 - How do the achievements of others influence our dreams?



Enduring Understandings

- ✓ The right of equal opportunity is or was protected by the Civil Rights Act, integration and changing laws, Martin Luther King, Jr., and the U.S. Constitution.
- ✓ To face challenges, people set goals, use certain abilities, and have certain attitudes.
- ✓ When coming to a new culture, people bring customs from their own country, must learn how to communicate, may feel confused, and can set a positive example.
- ✓ People make sacrifices to accomplish a goal, help others, and solve a problem.
- ✓ Astronauts go on space missions; space has no gravity, and the moon orbits Earth.



Reading Standards

Reading Standards for Literature:

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

Reading Standards for Informational Text:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- 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.
- 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.

Reading Standards – Foundational Skills:

- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.
- 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.
 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - 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.
- 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).

Speaking and Listening Standards

- 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
- Identify the reasons and evidence a speaker provides to support particular points.
- Report on a topic or text, tell a story, or recount an experience in an organizational manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.