

Harrison Township School District

“Where Bright Futures Begin”

Grade: 4
Course: English Language Arts
Theme: Puzzles and Mysteries

Unit #: 4
Trimester: II
Week(s): 19 through 24

Essential Questions

- Is there an explanation for everything?
 - Why can't you always believe what you think you see?
 - Why do animals behave the way they do?
 - Why are secret codes necessary?
 - How can knowing another language create understanding?
 - How can attention to detail help solve a problem?



Enduring Understandings

- ✓ What you think you see could be an optical illusion that's deceiving your mind, an illusion that's altering your perception, or not always the truth as it initially appears.
- ✓ Animals have amazing abilities to adapt to their environments, adapt to survive, and interact with people.
- ✓ Secret codes have existed since ancient times, need to be complicated, can be pictures, objects, letters, or words, and need precise messages.
- ✓ People communicate to exchange knowledge and ideas; communicate with scholars, scientists, and inventors; communicate with gestures and written symbols.
- ✓ Cases are settled in court using logic, are formally investigated, and proven by evidence.



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.
- 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).
- 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.

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.
- 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.
- 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 concrete words and phrases and sensory details to convey experiences and events precisely.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases to convey ideas precisely*
- 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.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- 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.
 - 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.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.