

Harrison Township School District

“Where Bright Futures Begin”

Grade: 4
Course: English Language Arts
Theme: Patterns in Nature

Unit #: 3
Trimester: II
Week(s): 13 through 18

Essential Questions

- What are some patterns in nature?
 - What is the value of looking at patterns in nature?
 - What patterns in nature guide the lives of animals?
 - How have people explained the pattern of day and night?
 - How do weather patterns affect our lives?
 - What causes changes in nature?



Enduring Understandings

- ✓ Patterns in nature include changing seasons: winter, spring, summer, autumn; movement of planets, and equinoxes and patterns of stars in the night sky.
- ✓ Animal migration is affected by patterns in nature. Migration is done many animals, is an act of survival, and takes place on land, in air, and in water.
- ✓ Day and night are necessary for survival and affect animals and humans.
- ✓ Storms affect people, animals, and other things; storms have different qualities and require preparation and safety.
- ✓ Changes in nature included changed in water, weather, land, and seasons. Changes in nature have natural causes, are caused by people, and help shape the Earth's geography.



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.
- 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.
- Explain how an author uses reasons and evidence to support particular points in a text.

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.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- 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.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

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.*
 - Correctly use frequently confused words (e.g., to, too, two; there, their).*
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - Use correct capitalization.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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).
- 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.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.