

# Harrison Township School District

## *"Where Bright Futures Begin"*

Grade: 4  
Course: English Language Arts  
Theme: Teamwork

Unit #: 2  
Trimester: I  
Week(s): 7 through 12

### Essential Questions

- What is the value of teamwork?
  - How can we learn to appreciate the talents of others?
  - How can we work together to achieve a goal?
  - What can teams accomplish?
  - How can people and animals work as a team?
  - What is the job of the President of the United States?



### Enduring Understandings

- ✓ People can develop new understandings about each other, challenges that others face, and how actions can inspire others.
- ✓ Working together helps people achieve goals, requires cooperation, requires sharing responsibility, and takes effort.
- ✓ Teams set different goals, use practice, strategy, and teamwork, try to reach goals, and face obstacles.
- ✓ Animal helpers help people, may help with several jobs, and need certain qualities.
- ✓ The U.S. government has its capital in Washington, DC, makes, passes, and enforces laws, and is led by the U.S. President.



## **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).

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

### **Reading Standards – Foundational Skills:**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - 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.
- 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.
  - Provide reasons that are supported by facts and details.
  - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- 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.
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
  - Use correct capitalization.
- 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.
- 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.
  - 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.
  - 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.
- 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.