

Harrison Township School District

“Where Bright Futures Begin”

Grade: 4
Course: English Language Arts
Theme: Turning Points

Unit #: 1
Trimester: I
Week(s): 1 through 6

Essential Questions

- What can we discover from new places and people?
 - What experiences bring diverse people together?
 - What opportunities can be found in new places?
 - Why do we want to explore new places?
 - What can we discover in the landscape of the Southwest?
 - How does Yosemite reflect the unique qualities of the West?



Enduring Understandings

- ✓ Diversity means variety, different people uniting, and can teach us new things.
- ✓ Opportunities can make life better, can give people hope, are wanted by many, and increase with education and experience.
- ✓ By exploring new places, we can discover different cultures, explore magnificent landmarks or landscapes, and learn interesting things about people and places.
- ✓ In the Southwest there are deserts and plains, there are plants that need little water, there are ranches, and ranchers raise cattle and horses.
- ✓ The West has volcanoes, earthquakes, unique plant life, and unique animals.



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

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.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.*
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose punctuation for effect.*
- 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.
- 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.