

ENGLISH LANGUAGE ARTS - GRADE 4

Curricular Document

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ELA Priority Standards Map

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
			R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
			R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		
	R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.				
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
	W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.				
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
	SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				

ELA PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
			L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

Course Information - K-12 ELA

4th Grade ELA

CURRICULUM/CONTENT AREA	COURSE LENGTH
English Language Arts	1 year
GRADE LEVEL	DATE LAST REVIEWED
4th	2023
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	4/11/2023
PRIMARY RESOURCE <i>if applicable</i>	
Savvas myView Literacy	

Desired Results

COURSE DESCRIPTION AND PURPOSE	
<p>In this course, teachers will provide research-based instruction in reading, writing, foundational skills, language, and speaking and listening using whole-group and small-group instruction. The reading block follows a gradual release model that enables teachers to differentiate for all abilities while the writing block provides a structure in which student authors participate in daily mini lessons where they are immersed in genres through mentor texts to develop their own writer's craft. In the reading and writing bridge, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions. The reading and writing bridge makes the connection between reading and writing explicit. Students have the opportunity to read as writers and write for readers daily.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
LITERATE INDIVIDUALS... READING: Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate	How can a place affect how we live? How do living things adapt to the world around them?

individuals respond to varying expectations of audience, task, purpose, and discipline.

WRITING: Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals.

LISTENING: Seek to understand a speaker and/or writer’s intended message and how their background, situation, or context influences what they say.

LANGUAGE: Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals (*when composing, creating, and speaking*), and to comprehend more fully (*when reading and listening*).

CLAIMS AND EVIDENCE: Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others’ (*possibly opposing*) arguments.

How can we reach new understandings through exploring a variety of ideas?

How do our stories shape our world?

Why is it important to understand our planet?

ELA Priority Standards by Unit

Grade Level Priority Standards	WI Essential Elements for ELA - Fourth Grade <i>These are alternate standards aligned with college, career, and community ready expectations and include rigorous content and application for students with the most significant cognitive disabilities.</i>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)	ELA.EE.RF.4.3 Use letter-sound knowledge to read words.					
<ul style="list-style-type: none"> 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. 	a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).	X	X	X	X	X

Read with sufficient accuracy and fluency to support comprehension. (RF4)	ELA.EE.RF.4.4 Read words in text.					
a. Read grade-level text with purpose and understanding.	a. Read text comprised of familiar words with accuracy and understanding.	X	X	X	X	X
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	NA	X	X	X	X	X
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use letter knowledge and context to support word recognition when reading.	X	X	X	X	X
Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI1&RL1)	ELA.EE.RI.4.1 Identify explicit details in an informational text.	X	X	X	X	X
Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI9&RL9)	ELA.EE.RI.4.9 Compare details presented in two texts on the same topic.	X	X	X	X	X
Write text in a variety of modes: (W2)						
a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.	ELA.EE.W.4.1 Write opinions about topics or text. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion.	X		X		X
b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.	ELA.EE.W.4.2 Write to share information supported by details. a. Select a topic and write about it including related visual, factual, or multimedia information as appropriate. b. List words, facts, or details related to the topic.		X			
c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	NA	X		X		
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions	ELA.EE.W.4.5 With guidance and support from adults and peers, plan	X	X	X	X	X

from peers, and add details to strengthen writing as needed by planning, revising, and editing. (W5)	before writing and revise own writing.					
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. (SL1)	ELA.EE.SL.4.1 Engage in collaborative discussions.					
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.	a. Contribute ideas from prior knowledge of a text during discussions about the same text.	X	X	X	X	X
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).	b. With guidance and support, carry out assigned role in a discussion.	X	X	X	X	X
c. 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.	c. Answer specific questions related to information in a discussion.	X	X	X	X	X
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	d. Identify the key ideas in a discussion.	X	X	X	X	X
Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. (SL4)	ELA.EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.	X	X	X	X	X
Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. (L4)	ELA.EE.L.4.4 Demonstrate knowledge of word meanings.					
a. Identify and use phrases 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).	a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	X	X	X	X	X
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: (L6)	NA					
a. Capitalization.	NA	X	X	X	X	X

b. Commas and quotation marks for quotations..	NA	X		X		X
c. Commas in compound sentences.	NA	X	X	X	X	X
d. Spell grade-level words correctly using reference materials to solve words as needed	NA	X	X	X	X	X

ELA Unit 1: Networks

DESIRED RESULTS

Essential Questions

Students will keep considering...

How can a place affect how we live?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

RF3: 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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

- I can use a variety of strategies to read increasingly complex unknown words.

- I can understand the books I read.
- I can read out loud and say the words correctly.
- I can read with the same speed I talk.
- I can read with expression.
- I can figure out when I have read something incorrectly and can go back and fix it.
- I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Suffixes *-ed, -ing, -s, -er, -est*

Suffixes *-ity, -ty, -ic, -ment*

Syllable pattern VCe

Vowel Teams and Digraphs

Prefixes *mis-, en-, em-*

READING

PRIORITY Standards

R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Learning Targets

R1:

- I can explain what the text actually says by referring to details and examples.
- I can make an inference from the text, referring to details and examples.

<p>R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI9&RL9)</p> <p>SUPPORTING Standards</p> <p>R2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.</p> <p>R5: Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.</p> <p>R6: In informational text, compare and contrast a primary and secondary source on the same event or topic.</p> <p>R7: Explain how text features contribute to an understanding of the text.</p>	<ul style="list-style-type: none"> I can make text to text, text to self, and text to world connections. <p>R9: I can make text to text, text to self, and text to world connections.</p> <p>Vocabulary: determination, independence, specialized, struggled, confidence, poverty, pursued, treacherous, remarkable, assembled, identical, radiation, comparison, DNA, chromosomes, duplicate, endurance, excel, capacity, motivation, drive, descent, internment, desolate, diverted, spectators</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes:</p> <p>a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose. List reasons that support the opinion.</p> <p>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W3: Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.</p> <p>b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.</p> <p>c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.</p>	<p>Learning Targets</p> <p>W2:</p> <p>a. I can convey real or imagined events through a narrative or short story to orient the reader with a real or imagined situation (introduce narrator/characters, organize event sequence that naturally occurs)</p> <p>c. I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5:</p> <ul style="list-style-type: none"> I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing

<p>W7: Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats. SL5: Integrate audio and visual content in presentations to enhance the development of main ideas or themes.</p>	<p>Learning Targets SL1: a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. b. I can be a respectful participant in conversation by being responsible for contributing to my group. c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. d. I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> ● I can speak clearly at an understandable pace to report on a topic or text, tell a story, read a poem, or describe an experience with facts and relevant, descriptive details to support main ideas or themes. ● I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills PRIORITY Standards L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases 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).</p>	<p>Learning Targets L4:</p> <ul style="list-style-type: none"> ● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). ● I can use vocabulary that is appropriate to what we are learning about. ● I can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). (L.4.4a) ● I can identify and use phrases that are specific to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.4a)

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- Spell grade-level words correctly using reference materials to solve words as needed.

SUPPORTING Standards

L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
- Choose punctuation for effect.

L2: Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use context as a clue to the meaning of a word or phrase.
- Consult print and digital reference materials for meaning and pronunciation.

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- Understand words by relating them to synonyms and antonyms.
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Relative pronouns and adverbs.
- Prepositional phrases.
- Adjectives, adverbs, conjunctions.

L6: I can appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- I spell grade-level words correctly using reference materials to solve words as needed.

Specific Grammar & Usage Content:

- *Subjects and Predicates*
- *Compound Subjects and Predicates*
- *Complete Sentences*
- *Fix Run-on Sentences*
- *Fix Sentence Fragments*

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will research historic places in their community and create a brochure to argue that a place should be made a historic landmark.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)- weekly spelling tests and word study skills are on weekly checks and on the end of the Unit Assessment*
 - ◆ *Assess unit vocabulary terms- weekly skills check*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content- on weekly checks and on end of the unit Assessment*
 - ◆ *Weekly Skills Checks- customizable, word study, vocabulary, comprehension skills and strategies*
 - ◆ *End of Unit Assessment*
- *Fluency assessment results*
 - ◆ *myFocus Readers to practice word-reading skills*
 - ◆ *Weekly Fluency passages that match the week's focus*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*
 - ◆ *Unit Extension Activity menus*

ELA Unit 2: Adaptations

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do living things adapt to the world around them?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

RF3: 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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

- I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Plurals
 Diphthongs
 Irregular Plurals
 Greek Roots *bio, phon, scope, graph, meter, tele*
 Latin Roots *terr, rupt, tract, aqua, dict*

READING

PRIORITY Standards

R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI9&RL9)

Learning Targets

R1:

- I can explain what the text actually says by referring to details and examples.
- I can make an inference from the text, referring to details and examples.

R9: I can make text to text, text to self, and text to world connections.

<p>SUPPORTING Standards</p> <p>RI2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.</p> <p>RL3: Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text.</p> <p>RL5: Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions.</p>	<p>Vocabulary: prey, brittle, system, bristle, contour, mimicry, species, environment, arranged, habitat, rapids, shimmering, desire, shallow, deserted, tender, steeped, excreted, vessels, ultraviolet, unique, monotremes, adaptations, burrow, sense</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes: b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.</p> <p>W5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W2: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.</p> <p>W6: With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p> <p>W7: Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant</p>	<p>Learning Targets</p> <p>W2: b. I can write a structured informational piece about a clear topic (organized in paragraphs and sections, formatting, illustrations.) b. I can use facts, definitions, and details to develop points in an informational piece.</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience ● I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing

<p>information from print and digital sources; take notes and categorize information and provide a list of sources.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p> <p>SL5: Integrate audio and visual content in presentations to enhance the development of main ideas or themes.</p>	<p>Learning Targets SL1: a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. b. I can be a respectful participant in conversation by being responsible for contributing to my group. c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together. d. I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> • I can speak clearly at an understandable pace to report on a topic or text, tell a story, read a poem, or describe an experience with facts and relevant, descriptive details to support main ideas or themes. • I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills PRIORITY Standards L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases 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).</p> <p>L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p>	<p>Learning Targets L4:</p> <ul style="list-style-type: none"> • I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). • I can use vocabulary that is appropriate to what we are learning about. • I can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). (L.4.4a) • I can identify and use phrases that are specific to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.4a) <p>L6: I can appropriately use and explain the intended purpose in conventions with:</p>

Appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- Spell grade-level words correctly using reference materials to solve words as needed.

SUPPORTING Standards

L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
- Choose punctuation for effect.

L2: Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use context as a clue to the meaning of a word or phrase.
- Consult print and digital reference materials for meaning and pronunciation.

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- Understand words by relating them to synonyms and antonyms.
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Relative pronouns and adverbs.
- Adjectives, adverbs, conjunctions.
- Compound and complex sentences.

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- I spell grade-level words correctly using reference materials to solve words as needed.

Specific Grammar & Usage Content:

- *Compound Sentences*
- *Complex Sentences*
- *Common and Proper Nouns*
- *Singular and Plural Nouns*
- *Subject-Verb Agreement*

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will create an informational poster about an endangered animal. They will research important information about the animal such as what it eats, where it lives, what adaptations it has made to survive and why it is now endangered.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)- weekly spelling tests and word study skills are on weekly checks and on the end of the Unit Assessment*
 - ◆ *Assess unit vocabulary terms- weekly skills check*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content- on weekly checks and on end of the unit Assessment*
 - ◆ *Weekly Skills Checks- customizable, word study, vocabulary, comprehension skills and strategies*
 - ◆ *End of Unit Assessment*
- *Fluency assessment results*
 - ◆ *myFocus Readers to practice word-reading skills*
 - ◆ *Weekly Fluency passages that match the week's focus*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*
 - ◆ *Unit Extension Activity menus*

ELA Unit 3: Humanities

DESIRED RESULTS

Essential Questions

Students will keep considering...

How can we reach new understandings through exploring a variety of ideas?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

RF3: 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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

- I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Related words
r-Controlled Vowels
Final Stable Syllables
Syllable Patterns V/CV and VC/V
Silent Letters

READING

PRIORITY Standards

RL1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Learning Targets

RI:

- I can explain what the text actually says by referring to details and examples.
- I can make an inference from the text, referring to details and examples.

<p>RL9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI9&RL9)</p> <p>SUPPORTING Standards</p> <p>RL3: Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text.</p> <p>RL5: Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions.</p> <p>RL6: In informational text, compare and contrast a primary and secondary source on the same event or topic.</p>	<p>R9: I can make text to text, text to self, and text to world connections.</p> <p>Vocabulary: frustrated, cool, confused, irritable, bothered, dedication, subsided, impulsively, trance, grudge, inspiration, create, heritage, festival, performance, miserable, thrilling, recover, instinctively, savoring, plunge, thud, trilled, buoy, flocked</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes:</p> <p>a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.</p> <p>c. Convey events, real or imagined, through narrative/short stories which orient a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W:1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes:</p> <p>a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.</p> <p>W4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task,</p>	<p>Learning Targets</p> <p>W2:</p> <p>a. I can write an opinion piece that supports my purpose (<i>introduce the topic, state an opinion and create an organizational structure in which related ideas are grouped</i>), and list reasons to support the opinion.</p> <p>c. I can convey real or imagined events through a narrative or short story to orient the reader with a real or imagined situation (introduce narrator/characters, organize event sequence that naturally occurs)</p> <p>c. I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W5:</p> <ul style="list-style-type: none"> I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing

<p>purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W6: With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p> <p>W7: Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>W9: Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards</p> <p>SL5: Integrate audio and visual content in presentations to enhance the development of main ideas or themes.</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in conversation by being responsible for contributing to my group.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.</p> <p>d. I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> ● I can speak clearly at an understandable pace to report on a topic or text, tell a story, read a poem, or describe an experience with facts and relevant, descriptive details to support main ideas or themes. ● I can communicate clearly in an interesting way, considering my audience, purpose, and the situation

LANGUAGE Skills

PRIORITY Standards

L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

a. Identify and use phrases 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).

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- Spell grade-level words correctly using reference materials to solve words as needed.

SUPPORTING Standards

L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

d. Choose punctuation for effect.

L2: Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use context as a clue to the meaning of a word or phrase.
- Consult print and digital reference materials for meaning and pronunciation.

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- Explain common idioms and proverbs.
- Understand words by relating them to synonyms and antonyms.
- Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

Learning Targets

L4:

- I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific).
- I can use vocabulary that is appropriate to what we are learning about.
- I can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). (L.4.4a)
- I can identify and use phrases that are specific to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.4a)

L6:

I can appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- I spell grade-level words correctly using reference materials to solve words as needed.

Specific Grammar & Usage Content:

- Prepositions and Prepositional Phrases*
- Subject-Verb Agreement*
- Irregular Verbs*
- Progressive Verb Tenses*
- Auxiliary Verbs*

- b. Prepositional phrases.
- d. Adjectives, adverbs, conjunctions.
- e. Compound and complex sentences.
- f. Easily confused words (e.g., to, too, two).

Assessment Evidence

Performance is evaluated in terms of...
Students will show their learning by...

Performance Task Description:

Students will research and then write a persuasive letter to the principal arguing that a variety of playground equipment should be on the school playground.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)- weekly spelling tests and word study skills are on weekly checks and on the end of the Unit Assessment*
 - ◆ *Assess unit vocabulary terms- weekly skills check*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content- on weekly checks and on end of the unit Assessment*
 - ◆ *Weekly Skills Checks- customizable, word study, vocabulary, comprehension skills and strategies*
 - ◆ *End of Unit Assessment*
- *Fluency assessment results*
 - ◆ *myFocus Readers to practice word-reading skills*
 - ◆ *Weekly Fluency passages that match the week's focus*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*
 - ◆ *Unit Extension Activity menus*

ELA Unit 4: Impacts

DESIRED RESULTS

Essential Questions

Students will keep considering...

How do our stories shape our world?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

RF3: 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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

- I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- I can understand the books I read.
- I can read out loud and say the words correctly.
- I can read with the same speed I talk.
- I can read with expression.
- I can figure out when I have read something incorrectly and can go back and fix it.
- I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Greek and Latin Prefixes *auto, anti, trans, amphi*

Suffixes *-able, -ible*

Syllable Pattern VV

Prefixes *im-, in-, ir-*

Homophones

READING

PRIORITY Standards

RI1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

RI9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI9&RL9)

Learning Targets

R1:

- I can explain what the text actually says by referring to details and examples.
- I can make an inference from the text, referring to details and examples.

R9: I can make text to text, text to self, and text to world connections.

<p>SUPPORTING Standards</p> <p>RI2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.</p> <p>RI3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Vocabulary: deceived, bargain, reputation, astonishment, composure, accentuated, obliged, misled, commendable, riled, sensitive, exchange, deed, insisted, satisfied, drought, intricate, wavering, unbidden, snoozing, shrewd, ornate, temperaments, parapet, infernal</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes: a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.</p> <p>W5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.</p> <p>W4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W6: With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p>	<p>Learning Targets</p> <p>W2: a. I can write an opinion piece that supports my purpose (<i>introduce the topic, state an opinion and create an organizational structure in which related ideas are grouped</i>), and list reasons to support the opinion..</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience ● I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing

<p>W7: Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>W9: Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards</p> <p>SL 2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p> <p>SL 5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in conversation by being responsible for contributing to my group.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.</p> <p>d. I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> ● I can speak clearly at an understandable pace to report on a topic or text, tell a story, read a poem, or describe an experience with facts and relevant, descriptive details to support main ideas or themes. ● I can communicate clearly in an interesting way, considering my audience, purpose, and the situation.
<p>LANGUAGE Skills PRIORITY Standards</p> <p>L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p> <p>a. Identify and use phrases that signal precise actions, emotions, or states of</p>	<p>Learning Targets</p> <p>L4:</p> <ul style="list-style-type: none"> ● I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific). ● I can use vocabulary that is appropriate to what we are learning about.

being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization.
- b. Commas and quotation marks for quotations.
- c. Commas in compound sentences.
- d. Spell grade-level words correctly using reference materials to solve words as needed.

SUPPORTING Standards

L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
- d. Choose punctuation for effect.

L2: Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Consult print and digital reference materials for meaning and pronunciation.

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- b. Explain common idioms and proverbs.
- c. Understand words by relating them to synonyms and antonyms.
- d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- b. Prepositional phrases.
- d. Adjectives, adverbs, conjunctions.
- f. Easily confused words (e.g., to, too, two).

- I can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). (L.4.4a)
- I can identify and use phrases that are specific to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.4a)

L6:

I can appropriately use and explain the intended purpose in conventions with:

- a. Capitalization.
- b. Commas and quotation marks for quotations.
- c. Commas in compound sentences.
- d. I spell grade-level words correctly using reference materials to solve words as needed.

Specific Grammar & Usage Content:

- *Pronouns*
- *Adjectives*
- *Adverbs*
- *Comparative Adjectives*
- *Superlative Adjectives*

Assessment Evidence

Performance is evaluated in terms of...

Students will show their learning by...

Performance Task Description:

Students will choose an American tall tale, folktale or legend. Students will research and explain the origin of the tale to create a post for a class blog.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)- weekly spelling tests and word study skills are on weekly checks and on the end of the Unit Assessment*
 - ◆ *Assess unit vocabulary terms- weekly skills check*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content- on weekly checks and on end of the unit Assessment*
 - ◆ *Weekly Skills Checks- customizable, word study, vocabulary, comprehension skills and strategies*
 - ◆ *End of Unit Assessment*
- *Fluency assessment results*
 - ◆ *myFocus Readers to practice word-reading skills*
 - ◆ *Weekly Fluency passages that match the week's focus*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*
 - ◆ *Unit Extension Activity menus*

ELA Unit 5: Features

DESIRED RESULTS

Essential Questions

Students will keep considering...

Why is it important to understand our planet?

Unit Priority Standards and Learning Targets

Students will know and be able to...

Reading Foundational Skills

RF3: 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.

RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

RF3:

- I can use a variety of strategies to read increasingly complex unknown words.

RF4:

- a. I can understand the books I read.
- b. I can read out loud and say the words correctly.
- b. I can read with the same speed I talk.
- b. I can read with expression.
- c. I can figure out when I have read something incorrectly and can go back and fix it.
- c. I can recognize when I don't understand something and I know how to fix that.

Word Study - Spelling List:

Latin Roots *gener, port, dur, ject*

Suffixes *-en, -ent, -ence*

Syllable Pattern VCCCV

Prefixes *dis-, over-, non-, under-*

Greek and Latin Word Parts *sub-, inter-, fore-*

READING

PRIORITY Standards

RI1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

RI9: Recognize genres and make connections to other texts, ideas, cultural

Learning Targets

R1:

- I can explain what the text actually says by referring to details and examples.
- I can make an inference from the text, referring to details and examples.

<p>perspectives, identities, eras, personal events, and situations. (RI9&RL9)</p> <p>SUPPORTING Standards</p> <p>RI2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.</p> <p>RI3: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI7: Explain how text features contribute to an understanding of the text.</p> <p>RI8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>R9: I can make text to text, text to self, and text to world connections.</p> <p>Vocabulary: mantle, circulates, adopted, abundant, molten, magma, face, reclaim, gushes, threatened, emissions, excessive, underlie, watt, innovative, survey, subcontinent, plateau, altitude, erosion, marred, disposable, crude oil, toxic, phenomenon</p>
<p>WRITING Skills</p> <p>PRIORITY Standards</p> <p>W2: Write text in a variety of modes: a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose. List reasons that support the opinion.</p> <p>W5: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</p> <p>SUPPORTING Standards</p> <p>W:1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p> <p>W3: Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.</p> <p>W4: Produce clear and coherent writing in which the development and organization are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Learning Targets</p> <p>W2: a. I can write an opinion piece that supports my purpose (<i>introduce the topic, state an opinion and create an organizational structure in which related ideas are grouped</i>), and list reasons to support the opinion..</p> <p>W5:</p> <ul style="list-style-type: none"> ● I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience ● I can respond to questions and suggestions from peers and add details to strengthen my writing as needed by planning, revising, and editing

<p>W6: With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).</p> <p>W7: Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.</p> <p>W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>W9: Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.</p>	
<p>SPEAKING & LISTENING Skills PRIORITY Standards</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL4: Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.</p> <p>SUPPORTING Standards</p> <p>SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats.</p> <p>SL5: Integrate audio and visual content in presentations to enhance the development of main ideas or themes.</p>	<p>Learning Targets</p> <p>SL1:</p> <p>a. I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.</p> <p>b. I can be a respectful participant in conversation by being responsible for contributing to my group.</p> <p>c. I can ask questions to help my group stay on topic, clarify understanding, and connect ideas together.</p> <p>d. I can think about all the ideas shared in a conversation and use them to grow a new idea about the topic.</p> <p>SL4:</p> <ul style="list-style-type: none"> • I can speak clearly at an understandable pace to report on a topic or text, tell a story, read a poem, or describe an experience with facts and relevant, descriptive details to support main ideas or themes. • I can communicate clearly in an interesting way, considering my audience, purpose, and the situation

LANGUAGE Skills

L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

a. Identify and use phrases 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).

L6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- Spell grade-level words correctly using reference materials to solve words as needed.

SUPPORTING Standards

L1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

d. Choose punctuation for effect.

L2: Determine or clarify the meaning of unknown and multiple meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- Use context as a clue to the meaning of a word or phrase.
- Consult print and digital reference materials for meaning and pronunciation.

L3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
- Understand words by relating them to synonyms and antonyms.

L5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Relative pronouns and adverbs.
- Prepositional phrases.

Learning Targets

L4:

- I can collaboratively and independently learn new words (including cultural, general academic, and discipline-specific).
- I can use vocabulary that is appropriate to what we are learning about.
- I can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered). (L.4.4a)
- I can identify and use phrases that are specific to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.4a)

L6:

I can appropriately use and explain the intended purpose in conventions with:

- Capitalization.
- Commas and quotation marks for quotations.
- Commas in compound sentences.
- I spell grade-level words correctly using reference materials to solve words as needed.

Specific Grammar & Usage Content:

- Relative Adverbs*
- Capitalization Rules*
- Titles Capitalization*
- Comma Rules*
- Dialogue Punctuation*

- c. Order of adjectives.
d. Adjectives, adverbs, conjunctions.

Assessment Evidence

*Performance is evaluated in terms of...
Students will show their learning by...*

Performance Task Description:

Students will research and write an opinion article about the most dangerous environmental event.

[4 Point Research Project Rubric](#)

Key Feedback & Assessment Strategies:

- *Conferring/Strategy Groups: Using current evidence of standards & skills, feedback is scaffolded based on student strengths, needs & goals*
- *Assessment of Unit Skills - Examples for Targeted Data Collection*
 - ◆ *Assess unit spelling (Word study)- weekly spelling tests and word study skills are on weekly checks and on the end of the Unit Assessment*
 - ◆ *Assess unit vocabulary terms- weekly skills check*
 - ◆ [Reading Strategy Assessment Checklist](#)
 - ◆ [Writing Strategy Assessment Checklist](#)
 - ◆ *Assess unit grammar and usage content- on weekly checks and on end of the unit Assessment*
 - ◆ *Weekly Skills Checks- customizable, word study, vocabulary, comprehension skills and strategies*
 - ◆ *End of Unit Assessment*
- *Fluency assessment results*
 - ◆ *myFocus Readers to practice word-reading skills*
 - ◆ *Weekly Fluency passages that match the week's focus*
- *Extensions may include:*
 - ◆ *Options for advanced learners during small-group time, independent investigative work, and challenging content and activities*
 - ◆ *Being matched with appropriate, beyond grade level texts (potentially with a book club of other readers for extension opportunities)*
 - ◆ *Unit Extension Activity menus*