Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School

**Course
Grade: 4**
Board
DATE OF

Name: ELA

Approved:
BOARD
APPROVAL

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RI.4.1	Primary Focus Standards: W.4.1A.B.C.D	Primary Focus Standards: SL.4.1A.B.C.D	Primary Focus Standards: L.4.1A.B

Grade 4

	RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6	W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	SL.4.1A,B,C,D SL.4.6	L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Opinion Writing ● Research ● Routine Writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

	Text Type: (fiction and nonfiction) 1 Extended Text 3-6 shorter texts depending upon length and complexity	Writing Genre: - Research/Informative - Routine Writing	Task Type: Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
	Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	Writing Genre: - Narrative - Literary Analysis - Routine Writing	Task Type: Present in small groups and to whole class	These standards are embedded within the writing process

Unit 4	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.5 RI.4.5 RL.4.6 RI.4.6 RL.4.10 RI.4.10	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6	Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Informative and Explanatory ● Routine Writing	Task type: ● Debates ● Present in small groups and to whole class	These standards are embedded within the writing process

Grade 4

Suggested Open Educational Resources	Reading	Writing/Language	Speaking & Listening	Critical Thinking
	• North Carolina-4th Gr. ELA Unpacking the Standards • PARCC Evidence Tables • Point of View Video • Main Idea Practice • Inference Practice • Read Aloud Strategy • Circle Plot Diagram • Fluency Packet	• Brainstorm before Writing • Conferencing Video • Narrative Lessons • Compare/Contrast Map • Essay Map • Implementing the Writing Process • Mini Lessons • Writing Samples • Graphic Organizers • Flocabulary • Context Clues • Word Usage • Grammar and Usage • Spelling practice • Various ELA Practices • Word Relationships • Grammar Practice • More Grammar Practice	• Collaborative Discussions Video • Notes for Discussions Video • Text Talk Time • Literature Circles • Speaking and Listening Rubric • In Character Presentation • Crafting a Persuasive Speech • New Report	• Current Event Lessons • Smithsonian Tween Tribune • Newsela Critical Thinking Handbook • Critical Thinking Lessons in Literacy • Whole Brain Teaching Video • Critical Thinking Lesson Plans

Unit 1 Grade 4	
Unit 1 Reading Standards	**Unit 1 Reading Critical Knowledge and Skills**
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	• Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6: • Identify the narrator's point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		RI.4.6: • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. 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.		• Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.4.4.A. Read grade-level text with purpose and understanding.
    RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		• Use various strategies to understand text and read with purpose
		• Read grade-level poetry and prose aloud accurately
		• Use an appropriate rate and expression when reading aloud
		• Use various strategies to support word recognition and understanding
		• Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    W.4.1.A. 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.
    W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.
    W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
    W.4.1.D. Provide a conclusion related to the opinion presented.
		• Distinguish fact from opinions
		• Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
		• Group supporting details to support the writer's purpose
		• Introduce a topic or text clearly
		• State an opinion to be supported with evidence
		• Write a thesis statement to focus the writing
		• Logically order reasons that are supported by facts
		• Support the opinion with facts and details from texts or other sources
		• Use transitional words and phrases to connect opinions to reasons
		• Write a conclusion related to the opinion presented

W.4.4. 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 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	• Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**

SL.4.1. 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.
  • SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
  SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
  SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
  SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
	• Use previous knowledge to expand discussions about a topic
	• Engage in conversations about grade-appropriate topics and texts
	• Participate in a variety of rich, structured conversations
	• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
	• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.4.1.A. Use relative pronouns (*who, whose, whom, which, that)* and relative adverbs (*where, when, why*).
    L.4.1.B. Form and use the progressive (e.g., *I was walking; I will be walking)* verb tenses.
	• Identify and define relative pronouns
	• Use appropriate relative pronouns and relative adverbs when writing or speaking
	• Identify progressive verb tenses in sentences
	• Select the appropriate verb tense to use when writing or speaking

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.2.2.A. Use correct capitalization.
    L.2.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	• Identify rules for capitalization
	• Apply capitalization rules consistently
	• Spell grade-appropriate words correctly
	• Use references as needed to aid in spelling

L.4.4. 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.
    L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases
	• Decipher the meanings of words and phrases by using sentence context
	• Determine the meaning of commonly used prefixes and suffixes
	• Separate a base word from the prefix or suffix
	• Use the definition of known prefixes and suffixes to define new words
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.4.6. 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).	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 1
Essential Questions

Grade 4

Reading:

Explicit Information-Literature
- How do I find explicit information in a story or text? (RL.1)
- Why do readers use details from the text to support their understanding of the text? (RL.1)

Summarizing-Literature
- What are the characteristics of a good summary? (RL.2)

Explicit Information-Informational
- What textual evidence do readers use to support their understanding of an informational text? (RI.1)

Main Idea
- How do you determine the main idea of a text? (RI.2)
- What is the difference between the main idea and details in a text? (RI.2)
- How do the details support the main idea? (RI.2)

Vocabulary in Context
- How can I use context clues to determine the meaning of an unknown word? (RL.4)
- What tools can I use to help determine the meaning of unknown words? (RL.4)
- How do I determine the relationship between words including synonyms and antonyms? (RL.4)

Allusions
- How can I determine the meaning of idioms, adages and proverbs? (RL.4)

Theme
- How can the story details help me to determine the theme of a story? (RL.2)

Point of View
- What is the difference between first person and third person point of view? (RL.6)
- Why is it important to know what viewpoint a story or text is being told from? (RL.6)
- How can I compare and contrast an event or topic told from two different points of view? (RL.6)
- What is the benefit of comparing and contrasting an event or topic told from two different points of view? (RL.6)

Domain Specific Vocabulary
- How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? (RI.4)
- How can I determine the correct meaning of a multi-meaning word using context clues? (RI.4)
- How can I distinguish between literal and nonliteral meaning in a text? (RI.4)
- How can I identify and determine the true meaning of figurative language in informational text? (RI.4)
- How does the author use purposeful language choice to help enhance the meaning of informational text? (RI.4)

First and Secondhand Accounts
- What is the difference between a first and second hand account of an event or subject? (RI.6)
- What is the difference between a primary and secondary source? (RI.6)
- Why is it important to know what viewpoint a story or text is told from? (RI.6)
- How can I compare and contrast an event or topic told from two different points of view? (RI.6)
- What is the benefit of comparing or contrasting an event or topic told from two different points of view? (RI.6)

*Taught through small group Literature Circles and whole group reading lessons: RF.4.3.A, RF.4.4.A,B,C, SL.4.1.A,B,C,D, and SL.4.6

Sample Anchor Charts

Writing:
Opinion Writing

Grade 4

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teacher Created Assessment, DRA, Graphic Organizer	Linkit Unit Framework Benchmarks

Alternative Assessments	
Evaluative Criteria	**Assessment Evidence**
Suggested Performance Rubric: Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning Learning Scales: Reading Informational Learning Scales: Reading Literature	**Suggested Activities:** **Literature Circle Projects** Prezi Presentations, Analyzing character poster
District/School Texts	**District/School Supplementary Resources**

Summarizing: Various Fairy Tales (Cinderella, Little Red Riding Hood, Ferdinand the Bull)
Main Idea: Buckle Up, "Hawaii Quakes, Then Shakes," Are You Smarter Than a Fifth Grader?, Seven Great Summits
Vocabulary in Context: Free Speech at School
Theme: Bad Case of the Stripes, Giraffes Can't Dance, Munna and the Grain of Rice, A Feast of Gold, The Magic Lake, Honoring King, Sojourner Truth, A Picture Book of Anne Frank
Domain Specific Vocabulary: Classifying Traits
Persuasive Writing: Earrings

Into Reading Resources and Text

Module 1 - The Story of You, Flora and Ulysses, Yes! We are Latios, The Year of the Rat, Kitoto the Mighty

Module 2: What are the Five Senses?, The Science Behind Sight, Animal Senses, Blind Ambition, The Game of Silence,

Module 3: Never Give Up, Rent Party Jazz, The Galveston Hurricane of 1900, Catch Me if You Can, My Diary From Here to There

Suggested Texts

Core Clicks
Explicit Information-Literature: Readworks.org
Explicit Information-Informational: Readworks.org, Core Clicks
Main Idea: Readworks.org
Vocabulary in Context: Readworks.org
Allusions: Teacher Created Resources
Theme: Readworks.org
Point of View: Readworks.org
First and Secondhand Account: Teacher created resources

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**
W.1: Opinion Piece: Claim and Evidence	Research Model Text- Claim and Evidence Study	*R.A.C.E* *Clements Writing* *CAFE: Work on Writing* *Portland Oregon Writer's Workshop*

Interdisciplinary Connections
(Click on the text above; it is linked to the state website where the information needed for this section can be found)

Social Studies	Math	Science
Theme in Biography: A Picture Diary of Anne Frank 6.1.4.A.9: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights	Theme: Munna and a Grain of Rice 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations	Main Idea: Hawaii Shakes, Then Quakes 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
	Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	**Career Education/ 21st Century Skills** 4.W.1 Opinion Writing CRP4. Communicate clearly and effectively and with reason.

Modifications and Accommodations		

Special Education Students	English Language Learners	Students at Risk for Failure
Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Sonday Program, SRA, Secret Stories	Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text
Gifted and Talented Leveled Text Qualified Programming Extension Projects and tasks Leadership roles in the classroom	**Students with 504 Plans** Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text	

Unit Duration: Instructional Days		

Grade 4

42 Days

Unit 2 Grade 4		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	• Read text closely to identify key details • Explain how or why historical events, scientific ideas or "how to" procedures happened • Use the text to support their answers
	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	• Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
	RI.4.5. 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.	• Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	• Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text
	RI.4.7. 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.	• Analyze information presented in various formats to identify the key details • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Explain how the information presented in various formats aids to the overall meaning
	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	• Identify reasons and evidence an author uses to support a claim • Describe how an author uses proof to support a point in the text
	RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	• Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 　RF.4.3.A. 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.		• Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. 　RF.4.4.A. Read grade-level text with purpose and understanding. 　RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 　RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards		**Unit 2 Writing Critical Knowledge and Skills**

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    W.4.2.A. 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.
    W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
    W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
    W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    W.4.2.E. Provide a conclusion related to the information or explanation presented.
	• Introduce a topic clearly
	• Compose a clear thesis statement
	• Group related information in paragraphs and sections
	• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
	• Purposefully select information to develop the topic
	• Link ideas within paragraphs and sections of information using words and phrases
	• Use transitional words and phrases
	• Select specific language and vocabulary to convey ideas and information
	• Provide a conclusion related to the information or explanation

W.4.4. 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 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting
W.4.8. 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.	• Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**

SL.4.1. 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.
    SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
    SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
    SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
    SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
	• Use previous knowledge to expand discussions about a topic
	• Engage in conversations about grade-appropriate topics and texts
	• Participate in a variety of rich, structured conversations
	• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
	• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).	• Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information presented in multiple formats
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.4.1.C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
    L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	• Identify and define modal auxiliaries
	• Use the appropriate modal auxiliary to convey various conditions
	• Identify adjectives in sentences to determine their purpose
	• Place adjectives in conventional order when writing or speaking

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.
    L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	• Identify the format for marking direct speech and quotations
	• Apply the rules for marking direct speech and quotations when writing
	• Spell grade-appropriate words correctly
	• Use references as needed to aid in spelling

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    L.4.3.A. Choose words and phrases to convey ideas precisely
    L.4.3.B. Choose punctuation for effect
    L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
	• Select the most precise word to convey ideas
	• Select punctuation to create effect in writing
	• Use formal English and informal English in the appropriate settings

L.4.4. 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.
    L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases
	• Decipher the meanings of words and phrases by using sentence context
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.4.6. 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).	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 2
Essential Questions

Reading:

Summarizing-Informational
- What are the characteristics of a good summary? (RI.2)

Text Structure
- What are the characteristics of the chronological text structure? (RI.5)
- What are the characteristics of the comparison text structure? (RI.5)
- What are the characteristics of the cause and effect text structure? (RI.5)
- What are the characteristics of the problem and solution text structure? (RI.5)
- What are the characteristics of the descriptive text structure? (RI.5)
- How does understanding a text's structure help me to interpret information from the text? (RI.5)
- What are common ways informational texts are organized and how does this organization impact the reader's interpretation of the text? (RI.5)

Fact vs. Opinion
- Why is it essential for authors to support their ideas? (RI.8)
- How do reasons and evidence support an author's particular points in a text? (RI.8)

Explaining Events and Topics
- How do authors explain the events, procedures, ideas, or concepts in informational text? (RI.3)
- How do I identify the events, key ideas/concepts or steps in an informational text? (RI.3)
- How do I distinguish between key ideas and explanatory details? (RI.3)
- Why is it important to understand the connection in between each step in a sequence of events? (RI.3)
- How does the author use purposeful language choice to help enhance the meaning of informational text? (RI.4)
- How does understanding the structure of our language and words help us increase our vocabulary and comprehension? (RI.4)
- How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? (RI.4)

Nonfiction Text Features
- How do different text features impact the understanding of the text? (RI.7)
- How is analysis of information altered by the presentation of text in different text structures? (RI.7)

Comparing Same Topic
- Why should more than one text be used when gathering information on a single topic? (RI.9)
- How can I use information from two texts on the same topic to gain a better understanding of the topic? (RI.9)
- How can I demonstrate my understanding of a topic learned about from two different texts? (RI.9)
- What is the difference between a first and second hand account of an event or subject? (RI.6)
- What is the difference between a primary and secondary source? (RI.6)
- Why is it important to know what viewpoint a story or text is told from? (RI.6)
- How can I compare and contrast an event or topic told from two different points of view? (RI.6)
- What is the benefit of comparing or contrasting an event or topic told from two different points of view? (RI.6)

Inferring-Literature
- What does it mean to make an inference? (RL.1)
- What are the steps to making an inference? (RL.1)
- How will making an inference help me to understand the story better? (RL.1)
- Why is it important to use information from the text to support my inference? (RL.1)

Theme in Poetry
- How can the story details help me to determine the theme of a story? (RL.2)
- How will making an inference help me to understand the story better? (RL.1)
- Why is it important to use information from the text to support my inference? (RL.1)
- What is the difference between a simile and metaphor? (RL.4)

Grade 4

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teacher Created Assessment, DRA, Graphic Organizer	MAP Testing Unit Framework Benchmarks
Alternative Assessments	
Evaluative Criteria	**Assessment Evidence**
Suggested Performance Rubric: Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning Learning Scales: Reading Informational Learning Scales: Reading Literature	**Suggested Activities:** **Literature Circle Projects** **The Best Christmas Pageant Ever: Facebook Accounts** Students choose a character from the book to create a FB account based on their character traits
District/School Texts	**District/School Supplementary Resources**

Fact vs. Opinion: Misc. Editorials (Curfew, Cigarettes are Drugs, Are School Uniforms Bad?)
Explaining Events and Topics: The Power of Tsunamis
Nonfiction Text Features: Stop the Toppling Tower
Comparing Same Topic: Volcano Texts, Immigration, Coming to America
Domain Specific Vocabulary: Classifying Traits
Inferring-Literature: Grandfather Twilight, Unspoken, The Stranger, The Great Gift, Journey

Into Reading Resources and Text

Module 4 : Who's a Hero?, Prince Charming Misplaces His Bride, Smokejumpers to the Rescue, Perseus and the Fall of Medusa , The Battle of the Alamo

Module 5: Why Art Center Matters, The Beatles Were Fab (and They Were Funny) , How Can Photo's Take Us Back in Time?, Let's Dance Around the World, The Art if Poetry

Module 6: Seven Natural Wonders, Mariana Trench, Weird and Wondrous Rocks, Grand Canyon, A Trail Through Time

Suggested Texts

Summarizing-Informational: Readworks.org, Teacher created resources
Text Structure: Teacher created resources
Nonfiction Text Features: Teacher created resources
Comparing Same Topic: Volcano Texts, Immigration, Coming to America, Readworks.org
Inferring: Readworks.org
Theme in Poetry: Songs in pop culture (Am I Wrong?, Mean)

District/School Writing Tasks		
Primary Focus W: Informative/ Explanatory Pieces, Lenape Research, Segregation/Sneetches Writing	**Secondary Focus** Research American History Study	**Routine Writing** *R.A.C.E* *Clements Writing* *CAFE: Work on Writing* *Portland Oregon Writer's Workshop*

Interdisciplinary Connections
(Click on the text above; it is linked to the state website where the information needed for this section can be found)

Social Studies	Math: Immigration	Science: Stop the Toppling Tower
Comparing Same Topic: 6.1.4.A.13: Describe the process by which immigrants become United States citizens.	4.NBT.A.2-Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place. (needs specific lessons)	3-5-ETS1-2-Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
	Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	**Career Education/ 21st Century Skills** 4.W.2 Lenape Writing CRP7. Employ valid and reliable research strategies

Modifications and Accommodations

Special Education Students	English Language Learners	Students at Risk for Failure
Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Sonday Program, SRA, Secret Stories	Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text
Gifted and Talented Leveled Text Qualified Programming Extension Projects and tasks Leadership roles in the classroom	**Students with 504 Plans** Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text	

Unit Duration: Instructional Days

42 days

Unit 3 Grade 4		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read - Make personal connections, make connections to other texts, and/or make global connections when relevant - Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text - Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	- Identify the key details of a text that support the main idea - Analyze the actions and thoughts of characters or speakers in texts, looking for patterns - Determine the theme or main idea of the text - Summarize the key points of a text - Explain how the author supports main ideas in informational text with key details
RL.4.3. 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).		- Read text closely, looking for key details regarding character, setting, or plot - Analyze story elements for literal and inferential meaning - Refer to the text to describe various story elements
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.		- Determine the meaning of words and phrases in a text - Identify words that allude to significant characters (i.e.: Herculean) - Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) - Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		- Explain the differences between poems, drama, and prose - Explain how structural elements are used to create an oral or written response to a text

Standards		Critical Knowledge and Skills
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		• Identify the narrator's point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text		• Link the reading of the text to listening or viewing the same story • Compare what was read to what was visualized and heard • Cite textual evidence to support comparisons
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		• Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature • Analyze how the theme is presented in the text • Analyze the influence of culture on similar themes
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. 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.		• Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.4.4.A. Read grade-level text with purpose and understanding.
    RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		• Use various strategies to understand text and read with purpose
		• Accurately read grade-level poetry and prose aloud
		• Use an appropriate rate and expression when reading aloud
		• Use various strategies to support word recognition and understanding
		• Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 3 Writing Standards		**Unit 3 Writing Critical Knowledge and Skills**

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
    W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    W.3.3.C. Use temporal words and phrases to signal event order.
    W.3.3.D. Provide a sense of closure.
		• Compose a story hook to engage the reader
		• Establish the story's background or situation
		• Introduce a narrator and/or characters
		• Purposefully arrange events to make the story flow
		• Use dialogue and description to develop experiences and events
		• Show the responses of characters to situations, when appropriate
		• Use a variety of transitional words and phrases to manage the sequence of events
		• Use concrete words and phrases to relay story details
		• Use sensory details to convey experiences and events precisely
		• Provide a conclusion that follows from the narrated experiences or events

W.4.4. 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 above.)		• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills •
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**
SL.4.1. 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. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).	• Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information presented in multiple formats

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.4.1.E. Form and use prepositional phrases.
    L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	• Recognize the purpose and function of prepositional phrases
	• Identify prepositions and prepositional phrases when reading
	• Use prepositional phrases in writing
	• Identify the components of complete sentences
	• Consistently write in complete sentences
	• Distinguish complete sentences, fragments, and run-on sentences
	• Revise fragments and run-ons to form complete sentences

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.
    L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	• Identify coordinating conjunctions in sentences
	• Use a comma before a coordinating conjunction in a compound sentence
	• Spell grade-appropriate words correctly
	• Use references as needed to aid in spelling

L.4.4. 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.
    L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases
	• Decipher the meanings of words and phrases by using sentence context
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
    L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.
    L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	• Identify similes and metaphors in text
	• Explain the meaning of simple similes and metaphors
	• Identify idioms, adages, and proverbs in text
	• Explain the meaning of common idioms, adages, and proverbs
	• Determine synonyms and antonyms of words to show meaning

L.4.6. 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).	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 3
Essential Questions

Grade 4

Reading:

Characterization/ Plot/ Setting Impacting Plot/ Setting Impacting Character/Protagonist vs. Antagonist
- What are the essential elements of a story? (RL.3)
- What are the essential elements of a drama? (RL.3)
- What is the impact of a character, the setting, or event on the text? (RL.3)
- Why do readers use details from the text to support their understanding of the text? (RL.1)

Affixes
- Why do authors use different language in different texts? (RL.4)
- How can background knowledge help a reader understand the language an author uses? (RL.4)
- Can you find a root or base word in that word that might provide a clue to what that word means? (L.4.b)
- Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? (L.4.b)

Text Structure-Literature
- Why do authors choose the genre they do? (RL.5)
- How do the different genres draw on different emotions? (RL.5)
- Why do readers use details from the text to support their understanding of the text? (RL.1)

Text to Visual or Oral Presentation
- How does comparing different forms of literary text (written, visual and oral) by making connections build understanding of the text? (RL.7)

Point of View- Literature
- What does an author consider when choosing a point of view from which to write a story? (RL.6)

Drawing Conclusions- Literature
- Why do readers use details from the text to support their understanding of the text? (RL.1)

Compare and Contrast the Treatment of Similar Themes
- How can a reader identify patterns of similar themes throughout various literary works? (RL.9)
- How can understanding the literature of other cultures deepen the understanding of one's own culture and its literature? (RL.9)
- Why is determining the theme of a story important for a reader? (RL.2)
- How do readers use details to help determine the theme? (RL.2)
- Why do authors use different language in different texts? (RL.4)

Main Idea
- Why is determining the main idea of the text important for the reader? (RI.2)
- How do readers use details from the text to help determine the main idea? (RI.2)
- How do you determine the main idea of a text? (RI.2)
- What is the difference between the main idea and details in a text? (RI.2)
- What does it mean to make an inference? (RI.1)
- What are the steps to making an inference? (RI.1)
- How will making an inference help me to understand the story better? (RI.1)
- Why is it important to use information from the text to support my inference? (RI.1)

Sample Anchor Charts

*Taught through small group Literature Circles and whole group reading lessons: RF.4.3.a, RF.4.4.a-c, SL.4.1.a-d, SL.4.2, SL.4.4, and SL.4.6.

Writing:
Narrative Writing:
Lesson 1

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teacher Created Assessment, DRA, Graphic Organizer	MAP Testing Unit Framework Benchmarks
Alternative Assessments	
Evaluative Criteria	**Assessment Evidence**
Suggested Performance Rubric: Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning Learning Scales: Reading Informational Learning Scales: Reading Literature	**Suggested Activities:** **Literature Circle Packets** **Newspaper Activity** Students create an article based on researched subject and use main idea to drive headline and text features
District/School Texts	**District/School Supplementary Resources**

Characterization: Pink and Say, My Rotten Redheaded Older Brother, The Paper Bag Princess **Plot**: Sweet Clara and the Freedom Quilt, Stone Soup **Setting Impacting Plot:** The Three Brothers, A New Home **Setting Impacting Character:** Forest Ghosts **Protagonist/Antagonist:** Hansel and Gretel **Text Structure-Literature: Poetry:** "Life Doesn't Frighten Me," and other various poems **Text to Visual or Oral Presentation:** "Gilgamesh…" Alice in Wonderland, Owl Moon **Compare & Contrast Theme:** Snowflake Bentley, The Man Who Walked Between the Towers, Aesop's Fable **Writing**: Various Fractured Fairy Tales (Three Little Pigs, The True Story of the Three Little Pigs, My Side of the Story Series, Goldilocks and the Three Bears, Goldilocks and the Three Dinosaurs, The Emperor's New Clothes, The Principal's New Clothes, The Happy Prince) When I was Young in the Mountains **Into Reading Resources and Text** **Module 7: A Tale of Traditional Tales, Thunder Rose, In the Days of King Adobe , A Pair of Tricksters , Ten Suns: A Chinese Legend and The Ten Suns** **Module 8: To Your Health!, Eco-Friendly Food, Kids Rock Nutrition in the Kitchen , Bug Bites , Now You're Cooking!** **Module 9 : The Eco Guardians! , Luz Sees the Light , On Sea Turtle Patrol and Saving the Kemp's Ridley Sea Turtle , How Can We Reduce Household Waste? , Seeds of Change** **Suggested Texts**	Core Clicks **Characterization**: *Readworks.org* **Plot:** Pixar Shorts, *Readworks.org* **Setting Impacting Plot:** *Readworks.org* **Protagonist/Antagonist:** *Readworks.org* **Affixes:** Teacher Created Resources **Point of View- Literature:** Teacher Created Resources **Drawing Conclusion- Literatures:** Teacher Created Resources, *Readworks.org* **Main Idea**: Newspaper Headline Activity, teacher created resource

District/School Writing Tasks

Primary Focus: W: Narrative Piece-Change Narrator's P.O.V. Fractured Fairy Tales	**Secondary Focus** Model Text- Narrator Point of View Model Text-Summary	**Routine Writing** *R.A.C.E* *Clements Writing* *CAFE: Work on Writing* *Portland Oregon Writer's Workshop*

Interdisciplinary Connections
(Click on the text above; it is linked to the state website where the information needed for this section can be found)

Social Studies: Sweet Clara and the Freedom Quilt 6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	**Math: Sweet Clara and the Freedom Quilt** 4.G.A.3-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Science: Stone Soup** 3-5-ETS1-1- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost**.**
	Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	**Career Education/ 21st Century Skills: A New Home** CRP5. Consider the environmental, social and economic impacts of decisions.

Modifications and Accommodations

Special Education Students Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Sonday Program, SRA, Secret Stories	**English Language Learners** Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	**Students at Risk for Failure** RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text

Grade 4

Gifted and Talented	Students with 504 Plans	
Leveled Text	Small Group	
Qualified Programming	Direct Instruction	
Extension Projects and tasks	Choices	
Leadership roles in the classroom	Shorten Assignments	
	Eliminate Answer Choices	
	Reword Directions	
	Intentional Grouping	
	Labeling	
	Text to Speech	
	Leveled Text	

Unit Duration: Instructional Days
42 days

Unit 4 Grade 4		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	• Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details

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RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	- Determine the meaning of words and phrases in a text - Identify words that allude to significant characters (i.e.: Herculean) - Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) - Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RI.4.5. 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.	RL.4.5: - Explain the differences between poems, drama, and prose - Explain how structural elements are used to create an oral or written response to a text
		RI.4.5: Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6: - Identify the narrator's point of view - Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		RI.4.6: - Identify similarities and differences between firsthand and secondhand accounts - Explain how the point of view impacts the delivery of information in the text
*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year - Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts - Read texts with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. 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.		- Identify specific strategies for decoding words in texts - Apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.4.4.A. Read grade-level text with purpose and understanding.
    RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		- Use various strategies to understand text and read with purpose - Accurately read grade-level poetry and prose aloud - Use an appropriate rate and expression when reading aloud - Use various strategies to support word recognition and understanding - Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. 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. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented.	• Introduce a topic clearly • Compose a clear thesis statement • Group related information in paragraphs and sections • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information using words and phrases • Use transitional words and phrases • Select specific language and vocabulary to convey ideas and information • Provide a conclusion related to the information or explanation presented
W.4.4. 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 above.)	• Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	• Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting
W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.	• Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
W.4.8 (Choice). 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.	• Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used

W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**
SL.4.1. 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. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and	• Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	• Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*	• Identify words that are frequently confused when reading • Use frequently confused words correctly in writing
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	• Spell grade-appropriate words correctly • Use references as needed to aid in spelling

L.4.4. 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.
 	
    L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*)
    L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
	• Decipher the meanings of words and phrases by using sentence context
	• Determine the meaning of commonly used prefixes and suffixes
	• Separate a base word from the prefix or suffix
	• Use the definition of known prefixes and suffixes to define new words
	• Identify root words in unknown words
	• Use known root words to aid in defining unknown words
	• Identify the purpose and use of glossaries and dictionaries
	• Determine the structure of glossaries and dictionaries
	• Use both print and digital glossaries and dictionaries to define and clarify words

L.4.6. 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).	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 4
Essential Questions

Grade 4

Reading:

Affixes
- Why do authors use different language in different texts? (RL.4)
- How can background knowledge help a reader understand the language an author uses? (RL.4)
- Can you find a root or base word in that word that might provide a clue to what that word means? (L.4.b)
- Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? (L.4.b)

Theme and Summarize
- What are the characteristics of a good summary? (RL.2)
- How can the story details help me to determine the theme of a story? (RL.2)
- How do I find explicit information in a story or text? (RL.1)
- What does it mean to make an inference? (RL.1)
- What are the steps to making an inference? (RL.1)
- How will making an inference help me to understand the story better? (RL.1)
- Why is it important to use information from the text to support my inference? (RL.1)

Text Structure-Literature
- Why do authors choose the genre they do? (RL.5)
- How do the different genres draw on different emotions? (RL.5)
- Why is it important for students to read prose and poetry? (RL.10)

Point of View
- What does an author consider when choosing a point of view from which to write a story? (RL.6)
- How does reading add meaning to your life? (RL.10)
- How do readers adapt when text becomes more complex? (RL.10)

Main Idea
- Why is determining the main idea of the text important for the reader? (RI.2)
- How do readers use details from the text to help determine the main idea? (RI.2)
- How do you determine the main idea of a text? (RI.2)
- What is the difference between the main idea and details in a text? (RI.2)
- What does it mean to make an inference? (RI.1)
- What are the steps to making an inference? (RI.1)
- How will making an inference help me to understand the story better? (RI.1)
- Why is it important to use information from the text to support my inference? (RI.1)

Text Structure/General Academic and Domain-Specific Vocabulary
- How does the author use purposeful language choice to help enhance the meaning of informational text? (RI.4)
- How does understanding the structure of our language and words help us increase our vocabulary and comprehension? (RI.4)
- How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? (RI.4)
- What are the characteristics of the chronological text structure? (RI.5)
- What are the characteristics of the comparison text structure? (RI.5)
- What are the characteristics of the cause and effect text structure? (RI.5)
- What are the characteristics of the problem and solution text structure? (RI.5)
- What are the characteristics of the descriptive text structure? (RI.5)
- How does understanding a text's structure help me to interpret information from the text? (RI.5)
- What are common ways informational texts are organized and how does this organization impact the reader's interpretation of the text? (RI.5)

Firsthand and Secondhand Accounts
- What is the difference between a first and second hand account of an event or subject? (RI.6)

Grade 4

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teacher Created Assessment, DRA, Graphic Organizer	MAP Testing Unit Framework Benchmarks
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
Suggested Performance Rubric: Marzano Proficiency Scale 4 - Advanced 3 - Achieving 2 - Developing 1 - Beginning Learning Scales: Reading Informational Learning Scales: Reading Literature	**Suggested Activities:** **Literature Circle Packets** **Rump Cumulative Project** Students will use the novel "Rump" to apply fourth grade skills for comprehension that were taught throughout the year
District/School Texts	District/School Supplementary Resources

Inferences: Fly Away Home, Fireflies, Come On Rain, One Hundred Hungry Ants **Theme & Summary:** Dear Mr. Winston, Invasion of Mars, Journey **Text Structure-Literature:** The Wednesday Surprise, Nothing Ever Happens on 90th Street **Point of View:** Three Little Pigs, True Stories of the Three Little Pigs, The Happy Prince, My Side of the Story Series, Three Questions **Main Idea:** (review of SAAC) Digging Up the Dinosaurs, Time for Kids (various texts) **Text Structure and General-Academic/Domain Specific Voc.:** The Vocabulary of Space, A Hike in the Mojave Desert, The People of the Longhouse, The Highway Man, The Hero of Saratoga **Firsthand & Secondhand Accounts:**The Bicycle Accident, Arriving at Ellis Island **Review of Literature skills:** Rump **Into Reading Resources and Text** **Module 10:** **How Technology Has Changed Communication , The History of Communication , A New Language—Invented by Kids! , Dolphin Dinner, Cooper's Lesson,** **Module 11:** **What Are the Five Senses? , The Science Behind Sight, Animal Senses (video) , Who's a Hero? , Let's Dance Around the World , Seven Natural Wonders , Mariana Trench , Weird and Wondrous Rocks , Saving the Kemp's Ridley Sea Turtle (video) • The Beatles Were Fab (and They Were Funny) • Seeds of Change , • Never Give Up!** **• Why Art Centers Matter** **• Eco-Friendly Food** **• Bug Bites** **• How Can We Reduce Household Waste?** ## Module 12: **The Year of the Rat • Now You're Cooking! • Luz Sees the Light • On Sea Turtle Patrol • Cooper's Lesson , • Kitoto the Mighty, Catch Me If You Can, Prince Charming Misplaces His Bride • Perseus and the Fall of Medusa, Thunder Rose, A Pair of Tricksters, In the Days of King Adobe, Ten Suns** *The Game of Silence • Rent Party Jazz*	Core Clicks **Drawing Conclusions**: Principal is Missing, Pixar Short "Pigeon Impossible" **Affixes:** Teacher Created Resource

District/School Writing Tasks		

Primary Focus
W: Informative/Explanatory Piece
   American Revolution Research and Writing
  Biography Research
	Secondary Focus
	Research
	American History Study
	Biography Study
		Routine Writing
		R.A.C.E
		Clements Writing
		CAFE: Work on Writing
		Portland Oregon Writer's Workshop

Interdisciplinary Connections (Click on the text above; it is linked to the state website where the information needed for this section can be found)		
Social Studies: Arriving at Ellis Island, American Revolutionary Writing 6.1.4.D.4: Explain how key events led to the creation of the United States and the state of New Jersey.	**Math** Inferring: One Hundred Hungry Ants 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations	**Science: Now Hear This! (Mystery Science)** 3-5-ETS1-2-Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
	Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	**Career Education/21st Century Skills:** **The Happy Prince** CRP5. Consider the environmental, social and economic impacts of decisions.
Modifications and Accommodations		

Grade 4

Special Education Students	English Language Learners	Students at Risk for Failure
Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Sonday Program, SRA, Secret Stories	Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	RTI Process Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text
Gifted and Talented Leveled Text Qualified Programming Extension Projects and tasks Leadership roles in the classroom	**Students with 504 Plans** Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text	
Unit Duration: Instructional Days		
42 days		