

4th Grade Literacy Curriculum Map

	English Language Arts: Fourth Grade Number of Days: 25	
	Reading Unit ONE: Narrative Nonfiction (<u>Networks</u>)	
Essential Questions	What are the elements of narrative nonfiction? What are the different types of narrative nonfiction?	
English Standards	1. Refer to details and examples in a text when explaining what 2. Determine main idea of a text and explain how it is supported 3. Explain events, procedures, ideas or concepts in a historical 4. Determine the meaning of general academic and domain-specific words and phrases 5. Describe the overall structure (e.g. chronology, comparison, 6. Interpret information presented visually, orally, or quantitatively (HEAVY :-)) and explain how the information contributes to an understanding of the text. 7. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.	
Concepts and Subskills	• Nonfiction includes facts about a topic. • Nonfiction has multiple text structures. This unit uses: compare/contrast and chronological order. • Informational text has text features that provide additional information on a topic. • Autobiography/Biography • Analysis of additional information through infographics • Introduction to primary sources • Details support a main idea. • Confirm and correct predictions	Practices Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics CCR10 Independently and proficiently read and comprehend complex literary and informational texts. Speaking & Listening CCR 1 Prepare for and participate in conversations

		CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence
Content Objectives "I Can Statements"	• I can use text evidence to help explain the author's purpose in narrative nonfiction. • I can understand biography by analyzing main ideas and details and generating questions. • I can make connections across texts by analyzing text structure and evaluating details. • I can make connections across text by analyzing text features and confirming or correcting predictions. • I can analyze text structure and summarize ideas to better understand a biography.	
Content Vocabulary	Contribute, exposed, habit, severe, significant, Determination, independence, specialized, struggled, confidence Poverty, pursued, treacherous, remarkable, assembled Identical, radiation, duplicate, comparison, DNA, chromosomes Endurance, excel, capacity, motivation, drive Descent, internment, desolate, diverted, spectators	
Assessments, Products, Projects	Cold Reads for Fluency (MyView) iReady Weekly Progress Check-ups (MyView) Mini-Research projects- Explorers, Science Energy	
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.1 Keys to Literacy: Key Vocabulary Routine: semantic mapping, categorizing Keys to Comprehension: two-column notes, summary, question generation	

	English Language Arts: Fourth Grade	
	Number of Days: 25	
	Writing Unit One: Personal Narrative (<u>Networks</u>)	
Essential Questions	What are the elements of a personal narrative? What is the structure of a personal narrative?	
Content Standards	3. Write narratives in prose or poem form to develop real or imagined experiences or events using effective literary techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters;	

	organize an appropriate narrative sequence. b. Use dialogue and description to develop experiences or events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events. 4. Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 5. Develop and strengthen writing as needed by planning, revising, and editing. 6. Use technology, including current Web-based communication platforms, 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	
Concepts and subskills	• Use elements of narrative nonfiction to write personal narratives	Practices CCR 3 Write well-structured narratives CCR 4 Write to purpose and audience, use clear and coherent writing CCR 5 Develop and strengthen writing through the writing process (brainstorming, planning, drafting, revising, editing, publishing) CCR 6 Use technology to produce published writing CCR 10 Write routinely over shorter and longer time frames
Content Objectives "I can Statements"	• I can develop elements of personal narrative writing. ○ portray people ○ compose setting ○ use concrete words and phrases ○ compose with sensory details • I can develop the structure of personal narrative writing. ○ develop and compose an introduction ○ compose an event sequence ○ use transition words and phrases ○ compose dialogue ○ develop and compose a conclusion	

	● I can apply writer's craft and conventions of language to develop and write personal narratives. ○ add ideas for coherence and clarity ○ edit for adjectives, adverbs, and for pronouns ● I can publish, celebrate, and assess personal narrative writing. ○ edit for irregular verbs ○ edit for punctuation marks ○ assessment
Content Vocabulary	● beginning, middle, ending ● turning point ● audience, author's purpose ● plot
Assessments, Products, Projects	Pre-Assessment- Kindness reading and prompt (MyView Summative Assessment Guide) Performance Task: The Two Frogs/Picasso's Big Adventure(MyView) Prompts: A time you were brave, A time you persevered
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.1 Ways to Make Sunshine novel by Renee Watson Keys to Literacy: Vocabulary strategies Personal Narrative Graphic Organizers- WWW-What2-How2 Mentor Texts

	English Language Arts: Fourth Grade
	Number of Days: 25
	Reading Unit TWO: Informational Text , Fiction, Poetry (Adaptations)
Essential Questions	What are the elements of informational text? What are the features of informational text? What are the structures of informational text? What are the elements of poetry? How do living things adapt to the world around them?
English Standards	1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.

	- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. - Overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. - Explain how an author uses reasons and evidence to support particular points in a text. - Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject. - Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.	
Concepts and subskills	- analyze the main idea and details to understand informational text - analyze cause-effect relationships and structure in informational text - analyze the significance of plot and setting in fiction - analyze structure, rhythm, rhyme, and meter to visualize imagery in poetry - monitor comprehension to help synthesize information from multiple sources	Practices Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics Speaking & Listening CCR 1 Prepare for and participate in conversations CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence
Content Objectives "I can"	I can analyze the main idea and details to understand informational text	

Statements"	• I can analyze cause-effect relationships and structure in informational text • I can analyze the significance of plot and setting in fiction • I can analyze structure, rhythm, rhyme, and meter to visualize imagery in poetry • I can monitor comprehension to help synthesize information from multiple sources	
Content Vocabulary	acquire, classified, defense, sufficient, survive, prey, brittle, system, bristle, contour, mimicry, species, environment, arranged, habitat, rapids, shimmering, desire, shallow, deserted, tender, excreted, vessels, steeped, ultraviolet, unique, monotremes, adaptation, burrow	
Assessments, Products, Projects	Cold Reads for Fluency (MyView) iReady Weekly Progress Check-ups (MyView)	
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.2 Keys to Literacy: Key Vocabulary Routine: semantic mapping, categorizing Keys to Comprehension: two-column notes, summary, question generation Bloom's Taxonomy questioning	

	English Language Arts: Fourth Grade	
	Number of Days: 25	
	Writing Unit TWO: Informational Text	
Essential Questions	What are the elements of informational essays? What is the structure of an essay?	
Content Standards	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	

	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, and editing. a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 4). b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4). 6. Use technology, including current web-based communication platforms, 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. 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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.	
Concepts and subskills	• Use elements of informational texts to write travel articles • Research facts and details about a destination • Research facts and details about animals' adaptations	Practices CCR2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content CCR4 Write to purpose and audience, use clear and coherent writing CCR5 Develop and strengthen writing through the writing process (brainstorming, planning, drafting, revising, editing, publishing) CCR6 Use technology to produce published writing CCR7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR8 When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while

		avoiding plagiarism. CCR9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. CCR 10 Write routinely over shorter and longer time frames
Content Objectives "I can Statements"	I can review and develop elements of effective travel articles I can focus on headlines and multimedia elements I can use linking words and phrases accurately I can write engaging travel articles	
Content Vocabulary	Headline, lead and body paragraphs, multimedia. destination, captions	
Assessments, Products, Projects	Pre-Assessment- Process of creating a new state law (MyView) Post-Assessment- Explain how extreme weather affects people (MyView) Research and write travel article -Make Newburyport Travel Brochure Mini-Research-Animal Adaptations slide based on Curious Creatures visit	
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.2 WAG from Keys to Literacy 2 Column Notes TIDE Graphic Organizer	

	English Language Arts: Fourth Grade Number of Days: 25	
	Novel Study (Realistic Fiction)	
Essential Questions	How can we reach new understandings through exploring diversity? Why do people communicate in diverse ways? How do our experiences help us see the whole world differently? How does music bring people together? How do new places influence us? How do people with interests different from ours help us grow?	

English Standards	RL 1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. RL2. Determine a theme of a story, drama, or poem from details in the text; summarize a text. RL3. 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). RL 5. Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text. RL 6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.		
Concepts and subskills	<table border="1"> <tr> <td data-bbox="426 670 1066 1304"> • Understand characters in realistic fiction better by noticing the changes they undergo • Analyze plot and setting to understand important elements of realistic fiction • Make connections across texts by considering author's purpose and genre • Determine how the author's choice of point of view impacts the reader • Use the power of visual imagery to make personal connections to the theme of a poem </td><td data-bbox="1066 670 1921 1304"> Practices Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics Speaking & Listening CCR 1 Prepare for and participate in conversations CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence </td></tr> </table>	• Understand characters in realistic fiction better by noticing the changes they undergo • Analyze plot and setting to understand important elements of realistic fiction • Make connections across texts by considering author's purpose and genre • Determine how the author's choice of point of view impacts the reader • Use the power of visual imagery to make personal connections to the theme of a poem	Practices Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics Speaking & Listening CCR 1 Prepare for and participate in conversations CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence
• Understand characters in realistic fiction better by noticing the changes they undergo • Analyze plot and setting to understand important elements of realistic fiction • Make connections across texts by considering author's purpose and genre • Determine how the author's choice of point of view impacts the reader • Use the power of visual imagery to make personal connections to the theme of a poem	Practices Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics Speaking & Listening CCR 1 Prepare for and participate in conversations CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence		
Content Objectives "I can"	I can understand characters in realistic fiction better by noticing the changes they undergo I can analyze plot and setting to understand important elements of realistic fiction I can make connections across texts by considering author's purpose and genre		

Statements"	I can determine how the author's choice of point of view impacts the reader I can use the power of visual imagery to make personal connections to the theme of a poem
Content Vocabulary	Academic Vocabulary: conflict, develop, expand, challenges bothered, cool, confused, frustrated, irritable subsided, dedication, impulsively, trance, grudge inspiration, create, heritage, festival, performance Miserable, thrilling, recover, instinctively, savoring
Assessments, Products, Projects	iReady Visual of Plot- Story Mountain (MyView) Theme posters student generated
Text, Materials, and Resources	Where the Mountain Meets the Moon by Grace Lin Ways to Make Sunshine by Renee Watson Keys to Literacy: Key Vocabulary Routine: student rating of word knowledge, word forms (+/-prefixes, suffixes), two-column notes for teaching words in depth Keys to Comprehension: top-down topic webs, story elements mapping, summary, question generation

	English Language Arts: Fourth Grade Number of Days: 25
	Writing Unit 3
Essential Questions	What are the literary elements of realistic fiction writing? What is the structure of realistic fiction writing?
English Standards	W 3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. b. Use dialogue and description to develop experiences or events or show responses to situations. c. Use a variety of transitional words and phrases to manage sequence. d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. e. Provide a sense of closure appropriate to the narrated experiences or events.

	f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature Standard 5.)	
Concepts and subskills	● Immerse in realistic fiction texts ● Develop literary elements of realistic fiction writing ● Develop the structure of realistic fiction writing ● Apply writer's craft and conventions of language to develop and write realistic fiction ● Publish, celebrate, and assess realistic fiction writing	Practices - Writing CCW.4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCW.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations. CC.W.4.3.C: Use a variety of transitional words and phrases to manage the sequence of events. CC.4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely. CC.W.4.3.E: Provide a conclusion that follows from the narrated experiences or events. Practices - Publishing CCW.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CCW.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CCW.4.6: With some guidance and support from adults, use technology to produce and publish writing
Content Objectives "I can Statements"	I can learn characteristics of realistic fiction and read realistic stories. I can learn how to create descriptions of characters and settings. I can use dialogue effectively. I can write realistic fiction.	
Content Vocabulary	character, setting, realistic fiction, dialogue, plot, conflict, resolution	
Assessments, Products, Projects	Performance-Based Assessment-Writing Prompt using relevant sources(2) (MyView) Pre- and Post- Assessments- Diversity helps us reach new understandings. (MyView) Formative Assessment: routine conferences	

Text, Materials, and Resources	myView manual 4.3 & student workbook Keys to Literacy: Vocabulary realistic fiction graphic organizers
---	--

	English Language Arts: Fourth Grade Number of Days: 25	
	Reading Unit 4	
Essential Questions	What are the elements of traditional literature? What are the different types of traditional literature?	
Content Standards	1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize a text. 3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (eg. Herculean); explain how figurative language (Simile, metaphor) enriches a text. 5. Explain major differences among prose, poetry, and drama and refer to the structural elements of each. 6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations. 7. Compare and contrast the treatment of similar themes and topics (eg., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 8. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.	
Concepts and subskills	*Traditional literature has been passed down for generations and historically were spoken instead of written. *Traditional literature includes folktales, fables, legends, myths, and tall tales.	Practices Reading Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a

	*Traditional literature includes stock characters, simple conflict, a setting that is easy to recognize, and a fast moving plot that includes repeated actions (usually in threes) and, generally, a happy ending. *Analyze characters *Synthesize information *Infer theme *Make connections *Explain elements of a drama *Analyze myths *Evaluate details	text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics CCR10 Independently and proficiently read and comprehend complex literary and informational texts. Speaking & Listening CCR 1 Prepare for and participate in conversations CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence
Content Objectives "I can Statements"	I can analyze characters to synthesize information about characters in traditional tales. I can infer themes to make connections to traditional literature. I can identify elements of a play to help summarize a play. I can infer themes and make connections in historical fiction. I can evaluate details to help analyze and compare myths.	
Content Vocabulary	reveal, traditional, illustrate, interpret, predict 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	
Assessments, Products, Projects	Cold Reads for Fluency (MyView) iReady Weekly Progress Check-ups (MyView)	
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.1 Keys to Literacy: Key Vocabulary Routine: semantic mapping, categorizing Keys to Comprehension: two-column notes, summary, question generation	

	English Language Arts: Fourth Grade Number of Days: 25	
	Writing Unit 4	
Essential Questions	What are the elements of an opinion essay? What is the structure of an opinion essay?	
Content Standards	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose. 1b. Provide reasons that are supported by facts and details. 1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 1d. Provide a concluding statement or section related to the opinion presented. 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.) 5. Develop and strengthen writing as needed by planning, revising, and editing. 5a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 4). 5b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).	
Concepts and subskills	Develop a topic and opinion Develop supporting details and facts Organize supporting details Compose introductions and conclusions Rearrange, combine and revise ideas for coherence and clarity	Practices CCR1 Write arguments to support claims, using reasoning and evidence. CCR4 Write to purpose and audience, use clear and coherent writing CCR 5 Develop and strengthen writing through the writing process (brainstorming, planning, drafting, revising, editing, publishing) CCR 6 Use technology to produce published writing CCR 10 Write routinely over shorter and longer time frames
Content Objectives "I can"	I can develop a topic and opinion. I can develop supporting details and facts. I can organize supporting details.	

Statements"	I can compose introductions and conclusions. I can use transition words and phrases. I can rearrange, combine and revise ideas for coherence and clarity.
Content Vocabulary	Opinion, fact, definition, example, quotation, introduction, conclusion, revise, edit
Assessments, Products, Projects	Pre-Assessment: Cats vs. Dogs, Should Classroom Pets be Banned? Writing Prompt Post-Assessment: Write a newspaper article for your school about which is better: team sports or individual sports? Writing Prompt
Text, Materials, and Resources	Savvas Realize, myView manual 4.4 SRSD resources -TREE or TIDE graphic organizer Mentor texts- A Pig Parade is a Terrible Idea, I Wanna Iguana, Earrings

	English Language Arts: Fourth Grade Number of Days: 25
	Reading Unit 5: Informational Text (Title: Features)
Essential Questions	What are the different types of informational text? What are the structures and features of informational text?
Content Standards	1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details. 3. Summarize a text. 4. Explain events, procedures, ideas or concepts in a historical, scientific, mathematical or technical text. 5. Determine the meaning of general academic and domain-specific words and phrases. 6. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. 8. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.

Concepts and subskills	Analyze main idea & details Monitor comprehension Analyze argument Summarize argumentative text Explain ideas Analyze text features Make inferences Compare & contrast accounts Use text evidence to explain concepts	Practices Reading CCR 1 Read closely to determine what a text states explicitly and make logical inferences CCR 2 Determine central ideas, summarize key supporting details CCR 3 Analyze how and why ideas develop over the course of a text CCR 4 Interpret words and phrases CCR 5 Analyze text structure CCR 6 Assess point of view or purpose CCR 7 Integrate and evaluate content presented in various formats CCR 9 Analyze two or more texts with similar topics Speaking & Listening CCR 1 Prepare for and participate in conversations CCR 2 Integrate and evaluate information presented in various formats CCR 4 Present information and supporting evidence
Content Objectives "I can Statements"	• I can make inferences and analyze text features in informational text. • I can monitor comprehension and analyze main ideas and details to understand informational text. • I can analyze and summarize argumentative text. • I can make inferences and explain ideas to understand informational text. • I can use text evidence to explain concepts and compare and contrast accounts in informational texts.	
Content Vocabulary	amazed, borders, consequence, label, preserve mantle, circulates, adopted, abundant, moulton, magma, face, reclaim, gushes, threatened, emissions, excessive, underlie, watt, innovative, survey, subcontinent, plateau, altitude, erosion, marred, disposable, crude oil, toxic, phenomenon	
Assessments, Products, Projects	Cold Reads for Fluency (MyView) iReady Weekly Progress Check Ups (MyView) Fountas & Pinnell Benchmark Assessment (as needed)	
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.5 Keys to Literacy: Key Vocabulary Routine: semantic mapping, categorizing Keys to Comprehension: two-column notes, summary, question generation	

	English Language Arts: Fourth Grade Number of Days: 25	
	Writing Unit 5	
Essential Questions	What are the elements and structure of poetic writing?	
Content Standards	1. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details and clear sequences. 2. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. 3. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 4. Develop and strengthen writing as needed by planning, revising, and editing. 5. Demonstrate command of standard English conventions. 6. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately. 7. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	
Concepts and subskills	Compose a rhythm Compose with alliteration and assonance Compose with similes and metaphors Compose with rhyming words Compose with line breaks Arrange stanzas Compose with repetition Set a rhyme scheme Revise for structure Revise for word choice Edit for adjectives Edit for prepositional phrases	Practices <u>CCSS.ELA-LITERACY.W.4.4</u> <u>CCSS.ELA-LITERACY.W.4.5</u> <u>CCSS.ELA-LITERACY.W.4.6</u> <u>CCSS.ELA-LITERACY.W.4.10</u>

Content Objectives "I can Statements"	• I can develop literary elements of poetry writing • I can develop the structure of poetry writing • I can apply writers craft conventions of language to develop and write poetry • I can publish, celebrate and assess poetry
Content Vocabulary	Alliteration, assonance, rhyme scheme, simile, metaphor, stanza, rhythm, figurative language, rhyme, couplet
Assessments, Products, Projects	Poetry pre-assessment - Multiple choice Post-Assessment-Write about one natural resource such as air, water, wind, soil plants or animals, and how that resource supports life on our planet. (MyView) Written Poems- Student generated published Poetry Book
Text, Materials, and Resources	Savvas Realize, <i>myView</i> manual 4.5 Keys to Literacy: Vocabulary strategies Personal Narrative Graphic Organizers Mentor Texts