**4**



**Pacing Guide by Quarters**

**Grade 4 Integrated CCSS English Language Arts**



**Content:**

* **Introduction**
* **Integrated ELA**
* **Five Dimensions of Teaching & Learning**
* **Resources& Strategies**
* **Grade 4 CCSS Check List**







**Introduction and Overview**

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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
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| The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide. | | | | | | | | | | | | | | | |
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| **Fourth grade** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (approximate lexile range for grades 4-5 is '700-980'). | | | | | | | | | | | | | | | |
|  | ***Literary Types***: Reading to explore others’ experiences; reading for enjoyment | | | | | | | | | | | | | | |
|  |  | *Stories* | | | | | | | | | | | | | |
|  |  | adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths | | | | | | | | | | | | | |
|  |  | *Dramas* | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | |
|  |  | *Poetry* |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem | | | | | | | | | | | | | |
|  | ***Informational Text***: Reading to be informed | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | |
|  |  | Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. | | | | | | | | | | | | | |
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**D**epth **O**f **K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

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| **WEB’s Depths Of Knowledge (DOKs)** | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** |
| **Bloom’s Taxonomy** | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
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| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers.  ……students are being asked to show me understanding by organizing, comparing, giving descriptions and stating a main idea. | … solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **O**f **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the instructional goal. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text.

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| **Grade 4: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade 4 | 1,2 | 2 | 2,3 | 1,2 | 2,3 | 3,4 | 3 | N/A | 4 | N/A |  | 1,2 | 2 | 2,3 | 1,2 | 2 | 3,4 | 2,3 | 3 | 4 | N/A |

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)**

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| **RL.4.1** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **RL.4.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **RI.4.1** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **RI. 14.0** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| **RF.4.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF.4.4** | Read with sufficient accuracy and fluency to support comprehension. |
| **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.) |
| **W .4.10** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **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. |
| **L.4.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **L.4.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| **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. |

**Note:** \* Indicates that the CCSS is Increasing in complexity year to year.

**Introduction and Overview Quarter One**

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| ***Grade 4:***Quarter One  ***Reading Literature*** | | |
| During the first quarter of fourth grade students, refer to what the text says explicitly and when drawing inferences from the text. (RI.4.1, RL.4.1) setting a foundation for the next three quarters. | | |
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| Students apply grade 4 reading standards to literature (e.g., “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].”), and reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). (RI.4.3., RL.4.3) and(W.4.9)  ***Reading Informational Text*** | | |
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| Students link reading to writing when they write opinion pieces on topics or texts, supporting a point of view with reasons and information. They introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Students provide reasons that are supported by facts and details and link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).They provide a concluding statement or section related to the opinion presented (W.4.1a-d).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated lessons. The standards within each lesson should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. | | |
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**Pacing Guide by Quarter**

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| **Gr. 4** | **Quarter 1** | | ***Literary Overview:*** Literary text in the first quarter targets key ideas and details for the purpose of inferring and explaining explicitly what the text says. Students integrate details into writing as they respond about an opinion piece, gradually scaffolding to writing their own opinion pieces. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1- Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview:**  Students will read to infer a character's opinion and respond in writing (journal) to support their inferences with details and examples from the text. Students write using correct **ELP target** forms (inferring is the language of explaining). | | | | **Overview**: Fourth grade students determine a main idea from details in a text, summarizing the main idea with descriptive language (**ELP Target**) with a focus of how opinion may have influenced the main idea or theme. Students plan and revise their own opinion pieces emphasizing how opinion or point of view contributes to the theme/main idea. | | **Overview**: Students describe in depth (**ELP Target**) characters, setting or events by monitoring and clarifying details. Character studies explain character opinions and point of view to connect to writing. They edit an opinion piece with a concluding statement supported by facts and details. | |
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| Reading Skill: | | Inferring | | Reading Skill: | Main Idea | Reading Skill: | Details |
| Reading Strategy: | | Evaluation | | Reading Strategy: | Summarizing | Reading Strategy: | Monitor/Clarify |
| E.L.P. Target Function: | | Explaining | | E.L.P. Target Function: | Description | E.L.P. Target Function: | Description |
| E.L.P. Target Forms: | | Explain: appears to, suggests, means that, explained as (verb tenses) | | E.L.P. Target Forms: | Describe: example of, belongs to, described as, like, identified by, is called, such as…. | E.L.P. Target Forms: | Describe: example of, belongs to, described as, like, identified by, is called, such as…. |
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| **I Read** to Infer a character's opinion using **details** and **examples** to support my inferences. | | | | **I Read** how a character’s opinion supports the main idea based on **details** in the text. | | **I Read** how **specific details** of a character’s opinion influence or supports the main idea. | |
| **RL.4.1** Refer to **details** and **examples** in a textwhen explaining what the text says explicitly and when drawing inferences from the text. | | | | **RL.4.2** Determine a theme of a story, drama, or poem from **details** in the text; summarize the text. | | **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). (**4.W.9.a** write about it) | |
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| **I Write** and **Speak** using **words** and **phrases** to link opinion and reason. | | | | **I Plan** in order to write an opinion piece using **related ideas.** | | **I Edit** my opinion piece with **facts** and **details**. | |
| **W.4.1.c** Link opinion and reasons using **words** and **phrases** (e.g., for instance, in order to, in addition). | | | | **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.4.1c** Provide reasons that are supported by **facts** and **details**.  **W.4.1.d** Provide a concluding statement or section related to the **opinion** presented. | |
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| **I Write** to respond to a character's opinion with **reasons**. | | | |
| **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with **reasons** and **information**. | | | | **I Revise** my opinion piece with linking **words** and **phrases.** | | **I Speak** and **Write** using appropriate **language conventions.** | |
| **W.4.1.c** Link opinion and reasons using **words** and **phrases** (e.g., for instance, in order to, in addition)...  **L.4.1.f** Produce complete sentences, recognizing and correcting inappropriate **fragments** and **run**-**ons**. | | **L.4.2.b** Use **commas** and **quotation marks** to mark direct speech and quotations from a text.**L.4.1.e.**Form and use**prepositional phrases**. | |
| **I Speak**and **Write** using appropriate **language**. | | | |
| **L.4.3.a** Choose **words** and **phrases** (about opinion and point of view) to convey ideas precisely. | | | |
| **I Speak** about **key ideas.** | |
| **SL.4.1.d** Review the **key ideas** expressed and explain their own ideas and understanding in light of the discussion. | |

* Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

**Pacing Guide by Quarter**

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| **Gr. 4** | **Quarter 1** | | ***Informational Overview****:* Informational text in the first quarter targets key ideas & details for the purpose of inferring and explaining explicitly what the text says. Students integrate details into writing as they respond to what they've read. They scaffold to writing their own explanatory piece with a focused main idea, organized structure and cause and effect support. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Students read to explain and examine a topic from informational text responding in writing (journal). They support their inferences with details and examples from the text. Students write using correct **ELP Target** forms (inferring is the language of explaining). | | | | **Overview**:  Students have responded in their journals with examples of details supporting inferences. They organize and plan their own explanatory writing. They follow a structure and language that supports and describes the main idea (**ELP Target**). They revise their writing with supporting facts. | | **Overview**:  Students read informational text focusing and predicting cause and effect of events based on textual evidence (**ELP Target**). They use the language of cause and effect to edit and refine their own explanatory piece. | |
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| **Reading Skill:** | | Inferring | | **Reading Skill:** | Main Idea | **Reading Skill:** | Cause and Effect |
| **Reading Strategy:** | | Evaluation | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Predict/Infer Cause and Effect |
| **E.L.P. Target Function:** | | Explaining | | **E.L.P. Target Function:** | Description | **E.L.P. Target Function:** | Cause and Effect |
| E.L.P. Target Forms: | | Explain: appears to, suggests, means that, explained as (verb tenses) | | E.L.P. Target Forms: | Describe: example of, belongs to, described as, like, identified by, is called, such as…. | E.L.P. Target Forms: | Cause and Effect: verb forms & words: because, since, consequently, if….then, led to, due to, explains why, caused… |
|
| **I Read** informational text using **details** to inform and explain a topic. | | | | **I Read** to find the main idea using **details** to support and summarize. | | **I Read** to explain and predict about what happened and why using **specific information**. | |
| **RI.4.1** Refer to **details** and **examples** in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | **RI.4.2** Determine the main idea of a text and explain how it is supported by **key details**; summarize the text. | | **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. | |
|
| **I Write** and **Speak** about a topic with **ideas** and **information**. | | | | **I Plan** in order to write an explanatory piece in a formal structure using **related** **ideas**. | | **I Edit** my explanatory piece and conclude with an **explanation** (connect to cause and effect). | |
| **W.4.2** Write informative/explanatory texts to examine a topic and convey **ideas** and **information** clearly. | | | | **W.4.2.a** Introduces 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.e** Provide a concluding statement or section related to the **information** or **explanation** presented. | |
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| **I Write** using informational and domain **specific language**. | | | |
| **W.2 4.d** Use precise **language** and **domain**-**specific vocabulary** to inform about or explain the topic. | | | | **I Revise** my writing with **facts** about the main idea. | | **I Write** using **words** and **phrases** linked to cause and effect. | |
| **W.4.2.b** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other information and examplesrelated to the topic. | | **L.4.3.a**Choose **words** and **phrases** to convey ideas precisely | |
|
| **I Write** using appropriate **language mechanics**. | | | | **I Write** using context to support the meaning of **words** and **phrases**. | |
| **L.4.2.b** Use **commas** and **quotation marks** to mark direct speech and quotations from a text. | | | | **W.4.2c** Link ideas within categories of information using **words** and **phrases** (e.g., another, for example, also, because). | | **L.4.a** Use context (e.g., definitions, examples, or restatementsin text) as a clue to the meaning of a **word** or **phrase**. | |
|
| **I Speak** and summarize **key ideas** and explain my inferences. | | | | **I Speak** about main ideas to build **ideas** from others. | | **I Speak** about **ideas** in the text. | |
| **SL.4.1.d** Review the **key ideas** expressed and explain their own ideas and understanding in light of the discussion. | | | | **SL.4.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ **ideas** and expressing their own clearly. | | **SL.4.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ **ideas** and expressing their own clearly. | |
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* Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets.

**First Quarter Focus Standards**

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| **GR 4** | **Quarter 1** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can** | | **I can** | **I Can** |
| * refer to **details** and **examples** in a text to reach a conclusion (integrate with opinion in writing), (RL.4.1). | | * determine the theme (main idea) of a story, drama or poem using **details** in the text. (RL.4.2). | * describe and write in depth using **specific** **details** about a character, setting or event (RL.4.3). |
| * explain what the text says explicitly (right there), (RL.4.1). | | * summarize the text with increasingly **complex** **sentences** and **specific** **vocabulary** (W.4.1.f., RL.4.2). |
| * explain what the text says implicitly (inference), (RL.4.1). | | * gather **related** **ideas** to support and discuss the (main idea - integrate from text) and author's opinion or point of view (W.4.1.a). | * provide reasons with **facts** and **details** about an opinion (W.4.1.c). |
| * support with **reasons** and **information** the author's point of view or opinion (W.4.1). | | * group **related** **ideas** into a structure (graphic organizer) for writing and responding and to support the writer's purpose. (W.4.1.a.) | * provide a **conclusion** related to the opinion (W.4.1.d). |
| * write about an opinion or point of view using the language of explaining (W.4.1.c). | | * link opinion and reasons using **words** and **phrases** (W.1.c). | * use **commas** and **quotes** to show direct speech and quotes about opinions from a text (L.4.2.b). |
| * convey ideas choosing **words** and **phrases** precisely about the topic (L.4.3.a). | | * write **sentences** that are not fragmented or run-ons (W.4.1.f). | * express and explain **key** **ideas** (SL.4.1.d). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can** | **I can** | **I can** |
| * refer to **details** and **examples** in informational text to draw inferences (RI.4.1) | * determine and explain the **main** **idea** of informational text (RI.4.2). | * explain what happened and why (cause/effect) in **informational** **text** (RI.4.3). |
| * explain what the **text** says explicitly (right there), (RI.4.1). | * summarize the text with increasingly complex **sentences** and **specific** **vocabulary** (W.4.1.f., R.I4.2). | * use **events**, **procedures**, **ideas** or **concepts** to explain (RI.4.3). |
| * write about a real topic to examine **ideas** and **information** (W.4.2.d). | * introduce, group, format, illustrate and use **multimedia** when planning my explanatory writing piece (W.4.2.a). | * edit& conclude my own explanatory piece with a **concluding statement** that links cause & effect and appropriate **words** and **phrases** (L.4.3.a). |
| * Use **commas** and **quotes** to mark direct speech & text quotations (L.4.2.b). | * develop a topic with **facts** and **information**, **words** and **phrases** (W.4.2.b, W.4.2.c). | * use **context** **clues** to be sure I'm using words correctly (L.4.a.). |

***Information and Overview Quarter 2***

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| **Grade 4:** Quarter Two  ***Reading Literature*** |
| During the second quarter of fourth grade students read a variety of literary narrative poems, drama and prose (RL.4.5). They recognize differences in structural organizations. They study the development of literary techniques in event sequence. Students read a text and compare it to a visual or oral presentation (RL.4.7). They compare and contrast points of view from first and third person narrations (RL.4.6).  Instructional modeling guides students in narrative writing (W.4.3),using conventional language models (Greek and Latin affixes and roots, meaning of common idioms, adages and proverbs and using modal auxiliaries (e.g., can, may, must) correctly), (L.4.4.b, L.4.5.b., L.4.1.c).  Students plan writing narratives with transitional words to manage a sequence of events (W.4.3.c). They revise their writing using concrete words, phrases and sensory details adding interest with similes and metaphors (W.4.3.c, L.4.5.a). As they write they choose punctuation for effect. They recognize and correct inappropriate sentence fragments and run-ons (L.4.3.b, L.4.1.f). Students select words and phrases to convey a point of view in their own writing (L.4.3.a).  ***Reading Informational Text***  Students read and describe the overall structure of informational text (RI.4.5). They compare visual, oral or quantitative presentations of information about a topic (RI.4.7). Students compare firsthand and secondhand accounts of informational text (RI.4.6). They draw conclusions about how texts written from different points of view affect understanding  Students prepare to write an informational or explanatory writing piece (W.4.2). They introduce and develop a topic and group related ideas based on facts and definitions (W.4.2.a-b). They investigate a topic using reference materials (print and digital), (L.4.4.c). Students work in collaboration with peers and adults to plan and revise their work (W.4.6), using conventional language models ( order of adjectives, commas before coordinating conjunctions, usage of relative pronouns and adverbs), (L.4.1.d, L.4.2.c, L.4.1.a). They conclude with a definitive point of view.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated lessons. The standards within each lesson should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 4** | **Quarter 2**  Reading Literature | | ***Literary Overview*** During the second quarter of fourth grade, students compare and contrast structural elements of narrative literary poems, dramas and prose in visual and oral presentations. Students write a narrative drama or poem. They establish a situation, introduce characters and develop an event sequence. Characters have a clear point of view represented in the first or third person. Students manage event sequence in their writing with transitional words and phrases. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 – Literary Text** | | | | **Unit of Study #2 - Literary Text** | | **Unit of Study #3 - Literary Text** | |
| **Overview** Students compare structural elements in literary narrative poems, drama and prose (**ELP Target**). They study how authors develop event sequence with techniques (dialogue, character response, plot development) and descriptive details. Instructional modeling, guides students in narrative writing and conventional language models. | | | | **Overview** Students read narrative dramas and stories, recognizing structural organization. They compare descriptions and directions in visual and oral presentations of a text (**ELP Target**). Students plan their narratives with transitional words to manage a sequence of events. They revise their writing using concrete words, phrases and sensory details. | | **Overview** Students read dramas, poems and prose. They compare and contrast points of view from first and third person narrations (**ELP Target**). Students select words and phrases to convey point of view in their own writing. An edited conclusion follows event sequence. | |
| **Reading Skill:** | | Compare and Contrast | | **Reading Skill:** | Classify and Categorize | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Compare and Contrast  Explaining | | **E.L.P. Target Function:** | Compare and Contrast | **E.L.P. Target Function:** | Compare and Contrast  Summarize |
| E.L.P. Target Forms: | | Compare and Contrast  is, shows, in , about, is similar to, \_\_and\_\_, both have, \_\_creates a\_\_ , but, how does, examples from, what does/is, explain how  Explain  appears to, suggests, means that, so, for,  explained as, is, I came, I \_\_\_(ed), had, but, then, as a result of, for that reason, | | E.L.P. Target Forms: | Compare and Contrast  is, shows, in , about, is similar to, \_\_and\_\_, both have, \_\_creates a\_\_ ,but, how does, examples from, what does/is, | E.L.P. Target Forms: | Compare and Contrast  is, shows, in , about, is similar to,  \_\_and\_\_, both have, \_\_creates a\_\_,but, how does, examples from, what does/is,  Summarize  compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially |
| **I Read** to compare structural elements of **poems**, **drama** and **prose**. | | | | **I Read** to compare **visua**l and **oral** **presentations** of stories and dramas. | | **I Read** to compare **points** of **view** from **first** and **third person** narrations. | |  |
| **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. *Interpret poetic techniques and forms (rhyme scheme, limericks and acrostic poems), comparing structures and use of poetic devices* (supports ELP standard). | | | | **RL.4.7**Make connections between the text of a story or drama and a **visual** or **oral presentation** of the text, identifying where each version reflects specific descriptions and directions in the text. *Refer to* ***RL.4.5*** *in unit 1 as students prepare to write their own narrative stories, poems or dramas in a literary graphic organizer as the teacher modeled. Read and compare visual and oral presentations* (supports ELP standard). | | **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. *Read stories, dramas or poems, comparing* ***first*** *and* ***third******person*** *points of view. Identify reasons for different points of view. Are there key words providing information about point of view? How does this impact the story sequence?* (This supports the ELP standard.) | |
| **I Write** narratives using **technique**, **details** and **event** **sequence**. | | | | **I Plan** transitional words to manage a **sequence** of **events**. | | **I Edit** my writing with a conclusion that follows **event** **sequence**. | |
| * **W.4.3** Write narratives to develop real or imagined experiences or events using effective **technique**, descriptive **details**, and clear **event** **sequences**. *Explain major differences among poetry, drama and prose.* | | | | * + **W.4.3c** Use a variety of transitional words and phrases to manage the **sequence** of **events** (*includes words to order time, place and importance).* | | * + **W.4.3e** Provide a **conclusion** that follows from the narrated experiences or events. *Conclusion should be an event sequence summary.* | |
| **I Write** establishing a **situation**, introducing a **character** and organizing **event** **sequence**. I use **dialogue** to show character responses. | | | | **I Revise** my writing with **words**, **phrases** and **sensory** **details**. I use **modal** **auxiliaries** correctly. | | **I Write** and **Edit** using correct **word** **meaning**, **punctuation** and **sentence** structure. | |
| * + **W.4.3a** Orient the reader by **establishing** a **situation** and introducing a **narrator** and/or **characters**; organize an **event** **sequence** that unfolds naturally. *Model using a literary graphic organizer to examine the development and sequence of events.* **W.4.3b** Use **dialogue** and description to develop experiences and events or show the **responses** of characters to situations. *Model how commas and quotation marks separate speaking parts from regular text.* | | | | * + **W.4.3d** Use **concrete** **words** and **phrases** and **sensory** **details** to convey experiences and events precisely.**L.4.1c** Use **modal** **auxiliaries** (e.g., can, may, must) to convey various conditions. *Practice using cloze activities to convey condition, “The clouds seem to be getting darker, so I think the sunny weather \_\_\_\_\_ (can, may must) stop soon.”* | | * + **L.4.3a** Choose words and phrases to **convey** **ideas** precisely.\**Use words or phrases to convey point of view.*   + **L.4.3b** Choose **punctuation** for effect *(i.e., commas after an introductory phrase: After she went to the zoo, she wanted a book about lions.).*   + **L.4.1f** Produce **complete sentences**, recognizing and correcting inappropriate fragments and run-ons.\* | |
| **I Write** with an understanding of **Greek** and **Latin** **affixes** and **roots** for word meaning. I use **idioms**, **adages** and **proverbs** appropriately. | | | | **I Write** and **Speak** using **similes** and **metaphors** in correct **context**. I use context to understand word meaning. | | **I Speak** during discussions **knowing** the **studied topic** or material. | |
| * + **L.4.4b** Use common, grade-appropriate **Greek** and **Latin affixes** and **roots** as clues to word meaning (e.g., telegraph, photograph).   + **L.4.5b** Recognize and explain the meaning of common **idioms**, **adages**, and **proverbs**. *As appropriate to the modeled “text” students can begin a list of words that have Greek and Latin affixes and roots, common idioms, adages and proverbs.***L.4.3c** Differentiate between contexts that call for **formal** English (e.g., presenting ideas) and situations where **informal** discourse is appropriate (e.g., small-group discussion). | | | | * + **L.4.5a** Explain the meaning of simple **similes** and **metaphors** (e.g., as pretty as a picture) in context. **L.4.4a** Use **context** (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | * + **SL.4.1a** Come to discussions **prepared** having read or studied required material; explicitly draw on that preparation and other information known **about** the **topic** to explore ideas under discussion. *Students may read and discuss their finished writing pieces or have a question and answer discussion about their piece.* | |

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| **Gr. 4** | **Quarter 2**  Reading Informational | | ***Informational Overview*** During the second quarter of fourth grade, students read and study the overall structure of informational text. They use many reference sources to investigate, gather and classify facts and definitions about a topic. Students use conventional adjective order to describe their topics. They clarify word meaning using antonyms and synonyms. Students write in a firsthand or secondhand account for a specific purpose.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 – Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview** Students read and describe the overall structure of informational text (**ELP target**). They prepare to write an information piece. Students organize and classify topic ideas (**ELP target**). They investigate a topic consulting reference materials (print and digital). | | | | **Overview** Students compare visual, oral or quantitative presentations of information about a topic (**ELP target**).They clarify meaning with antonyms and synonyms as they plan. They revise their writing, linking ideas. They work in collaboration with peers and adults. | | **Overview** Students compare firsthand and secondhand accounts of informational text. They draw conclusions about how texts written from different points of view affect understanding (ELP target). They edit their writing pieces and conclude with a definitive point of view (**ELP target**). | |
| **Reading Skill:** | | Text Organization | | **Reading Skill:** | Noting Details | **Reading Skill:** | Conclusions (based on Contrast) |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Questioning | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Classify  Describe | | **E.L.P. Target Function:** | Compare and Contrast  Contrasting Focus | **E.L.P. Target Function:** | Draw Conclusions  Explain |
| E.L.P. Target Forms: | | Describe (place)  next to, beside, between, behind, on the left/right of, in the middle of, above, below, beneath, within  Classification  goes with, here, there are, because, (is, a, are), have, do not have, example of, type of | | E.L.P. Target Forms: | Compare and Contrast  is, shows, in , about, is similar to, \_\_and\_\_, both have, \_\_creates a\_\_ ,but, how does, examples from, what does/is, | E.L.P. Target Forms: | Draw Conclusions  Comparatives, past tense verbs, conjunctions(although, because, that) since, consequently  Explain  in, is, I \_\_(ed),had, but, (adverbs of manner), then, as a result of, for that reason, so, for |
| **I Read** informational text and can describe the **overall structure**. | | | | **I Read** to interpret, by comparing and contrasting, contributions of **visual**, **oral** or **quantitative** information. | | **I Read first** and **second**-**hand accounts** to describe differences and **draw conclusions** about how point of view affects understanding. | |  |  |  |
| **RI.4.5**Describethe overall **structure** (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or **information** in a text or part of a text (supports ELP standard). *Teacher models an informational text graphic organizer to examine a text’s topic.* | | | | **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. *Compare and contrast how visual, oral or quantitative information contribute to textual understanding* (supports ELP standard).*Discuss how visual presentations are incorporated into informational writing.* | | * + **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. *Compare student writing examples of those written from firsthand (primary) and secondhand (secondary) accounts. Draw conclusions of how point of view affects understanding* (supports ELP standard). *Connect to past and current texts the class has studied.* | |
| **I Write** to **introduce** a **topic** and **group** related **information**. | | | | **I Plan** to develop a topic with **facts**, **definitions**, **details** and **quotes**. I compare facts with **antonyms** and **synonyms** to clarify meaning. | | **I Edit** my informational writing consulting **references** for **spelling**. I use **relative pronouns** and **adverbs** correctly. | |
| * + **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.4.2a Introduce** a **topic** clearly and **group** **related** **information** (supports ELP standard) in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. *Discuss informational texts (reports, letters, speeches, response essays, narratives, etc...). Based on* ***RI.4.5*** *structures, complete a graphic organizer on a studied text.* | | | | * + **W.4.2b** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other information and examples related to the topic.   + **L.4.5c** Demonstrate an understanding of words by relating them to their opposites (**antonyms**) and to words with similar but not identical meanings (**synonyms**).*Model how antonyms and synonyms can be used to clarify topic facts, definitions and details by contrast* (supports ELP standard). | | * + **L.4.2d Spell** grade-appropriate words correctly, consulting **references** as needed.   + **L.4.1a** Use **relative pronouns** (who, whose, whom, which, that) and **relative adverbs** (where, when, why). *Many language “rules” require short mini lessons.* | |
| **I Write** using **researched** **information** about a **topic** using **adjectives** to describe a topic in **conventional** **patterns**. | | | | **I Revise** my informational writing by **grouping ideas** using linking words, phrases, commas, conjunctions or compound sentences. | | **I Edit** using studied **words** about my topic that are **domain-specific**. I provide a **concluding statement** or **section**. | |
| * + **W.4.7** Conduct short **research projects** that build knowledge through investigation of different aspects of a topic. *Read at least two different texts in print or online. Model how to write a report in question and answer format.*   + **L.4.1d Order adjectives** within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag), (supports ELP standard). | | | | * + **W.4.2c** Link **ideas** within **categories** of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).   + **L.4.2c** Use a **comma** before a coordinating **conjunction** in a **compound sentence**. | | * + **W.4.2d** Use precise language and **domain**-**specific vocabulary** to inform about or explain the topic. *Encourage students to use a specific number of “new domain words” in their writing.*   **W.4.2e** Provide a **concluding statement** or **section** related to the information or explanation presented. *Connect the conclusion with a decisive point of view.* | |
| **I Write** using **references** to determine **meaning** and **pronunciation**. | | | | **I Revise** with **guidance** from adults and **collaboration** with others. | | **I Speak** using appropriate **discourse**. My writing is **well**-**prepared** to share. | |
| * + **L.4.4c** Consult **reference materials** (e.g., dictionaries, glossaries, thesauruses), both **print** and **digital**, to find the **pronunciation** and determine or clarify the precise **meaning** of key words and phrases.   + *Student discussion revolves around descriptive language phrases (adjectives) in conventional patterns about specific topic aspects* (supports ELP standard). | | | | **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. *Collaboration is an opportunity for discourse using appropriate language functions in* ***Speaking****.* | | * + **L.4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal **discourse** is appropriate (e.g., small-group discussion).**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. | |

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| **GR 4** | **Quarter 2** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * explain difference between **poems**, **drama** and **prose** (RL.4.5). * refer to the **structural** **elements** of poems (**verse**, **rhythm**, **and meter**), (RL.4.5). * refer to **structural elements** of drama (**casts** of **characters**, **settings**, **descriptions**, and **dialogue** and **stage** **directions**), (RL.4.5). * use or identify effective **narrative** **technique** and clear **event sequence** (W.4.3). * **establish** a **situation** and **characters** to write about (W.4.3.a). * distinguish word meaning by **Greek** and **Latin** **affixes** and **roots** (L.4.4.b). * use **idioms**, **adages** and **proverbs** in the correct context (L.4.5.b) | | **I can**   * read a **story** or **drama** and identify similarities and differences in its **oral** or **visual presentations** (RL.4.7). * plan to write a narrative outlining a **clear sequence** of **events** (W.4.3).   use character **dialogue** to develop events (W.4.3.b).   * show how **characters respond** to a situation (W.4.3.b). * use **transitional words** to manage event sequence (W.4.3.c). * **concrete words** and **phrases** and **sensory details** (W.4.3.d). * use **modal auxiliaries** correctly (L.4.5.c). * write using **similes** and **metaphors** in correct context (L.4.5.a, L.4.4.a). | **I Can**   * compare and contrast **point** of **view** from **first** and **third** **person** narrations (RL.4.6). * edit my writing with words and phrases to convey **point** of **view** (L.4.3.a). * choose **punctuation** for **effect** (L.4.3.b). * recognize and correct **fragmented** or **run**-**on** sentences (L.4.1.f). * edit and complete a narrative with a **conclusion** that follows a **sequence** of **events** (W.4.3.e). * write a conclusion that reflects a definitive **point** of **view** (RL.4.6). * be **prepared** to discuss a topic in class (reading and studying material), (SL.4.1.a). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * describe and identify different **informational text structures** (**chronology**, **comparison**, **cause/effect**, **problem/solution**) (RI.4.5). * **connect informational text structure** to **events**, **ideas**, **concepts** or **information** in the text (RI.4.5). * **research** a topic using at least two different texts (print or online), (W.4.7). * consult **references** about a topic to determine **meaning** and **pronunciation** (L.4.4.c). * describe my topic using the **order** of **adjectives** according to convention patterns (L.4.1.d). | **I can**   * interpret **visual**, **oral** or **quantitative** information and explain how it contributes to understanding the text (RI.4.7). * write to develop a topic with **facts**, **definitions**, **details** and **quotations** (W.4.2). * **introduce**, **group**, **format**, **illustrate** and use **multimedia** when planning my explanatory writing piece (W.4.2.a). * **group ideas** by categories as I plan my writing (W.4.2.c). * **collaborate** with adults and peers to **plan** and **revise** my writing (W.4.6). * use **commas** before a **coordinating conjunction** in a compound sentence (L.4.2.c). * use **antonyms** and **synonyms** in my writing to clarify word meaning (L.4.5.c). | **I can**   * compare and contrast and describe **firsthand** and **secondhand** differences in focus and information provided (RI.4.6). * include **domain**-**specific** **words** in my writing that I have learned and studied (W.4.2.d). * provide a **concluding** **statement** or **section** related to event sequence and specific to a point of view (L.4.2.e). * edit my **spelling** by consulting references (L.4.2.d). * edit the use of **relative** **pronouns** and **adverbs** in my writing (L.4.1.a). * use **formal** or **informal** **discourse** as needed (L.4.3.c). * **report** on a topic using a clear event sequence (part…SL.4.4). |

**Introduction and Overview Quarter Three:**

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| **Grade 4*:* Quarter Three**  ***Reading Literature*** |
| During the third quarter of fourth grade students read a variety of myths from the *traditional literature*of different cultures (RL.4.9). They study the text organization and pattern of myths (good versus evil and quests) using graphic organizers to note the organization and transition words that signal event changes. Students explore the words and phrases equated with myths using resources and context to verify meaning (RL.4.4).  Students connect structures in stories and dramas to oral and visual presentations of mythology, noting differences and similarities in different versions (RL.4.7). As they read a variety of myths they discuss how authors use dialogue and description to establish situations and introduce characters.  Fourth graders are able to write narratives using dialogue and description (RL.4.4). Students write using transitional words to show clear event sequence. They use words and phrases appropriate to the genre of myths. The third quarter emphasizes a strong understanding of words in relationship to opposites (antonyms) and similar meanings (synonyms)(L.4.5.c), determining precise meaning using reference sources (L.4.4.c) and using Greek and Latin roots and affixes as clues to word meaning (L.4.4.b).  ***Reading Informational Text***  During the third quarter of fourth grade, students read *informational text* in order to write a short research paper or essay about an historical figure (W.4.7). They use grade and topic appropriate words and phrases when writing about their topic (RI.4.4). Students are able to use commas and quotes when referring to their research sources (L.4.2.b).  They are able to articulate in writing and speech how authors use reason and evidence to support particular points about their topic (RI.4.8, W.4.9.b). Students draw their own evidence from two sources of informational text (RI.4.9) to support their research and analysis (W.4.9.a). They research with some guidance from adults (W.4.5). They are able to present reasons and evidence when speaking about particular points in their research (SL.4.3).  Writing is planned by organizing information (from the internet and other sources)(W.4.6, W.4.8), revised using transitional words to order event sequence (W.4.2.c) and edited with a concluding statement or section that reflects the actual written research (W.4.3.e.). Students report on their finished piece with appropriate facts and descriptive details (SL.4.4).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated lessons. The standards within each lesson should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 4** | **Quarter 3**  Reading Literature | | ***Informational Overview:*** ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** Students ([**L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases….] in relationship to mythology. They explore patterns of literary elements found in mythology using graphic organizers modeling the text structure of myths in traditional literature from various cultures. There is an emphasis on language used in myths (i.e., word analysis, meaning and application). Students demonstrate their understanding as they write narratives about myths with a natural event sequence indicated by transitional words or phrases. | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| **Overview** The teacher models structures of mythological text and how the author establishes situations within the sequence or pattern of events. Context is used to define phrases and words found in mythology (**ELP Target**). Students explore various narrative myths across cultures. They write using sequent signal words to indicate event change (**ELP Target**). They begin to plan and discuss writing their own myth as a narrative piece. | | | | **Overview** Students connect how a story or drama is similar to or different from its visual or oral counterpart. They identify the similarities or differences within mythological story structures (**ELP Target)**. They plan andrevise a narrative writing piece using a graphic organizer to develop details and event sequence. They establish a situation, narrator and characters. Students remember that myths focus on good and evil and quests. | | **Overview** As they read, students evaluate examples and non examples of mythological characters and support their evaluations with logical examples from text (**ELP Target**). They edit their writing pieces assuring that words or phrases found in myths are used appropriately (**ELP Target**). They provide a conclusion that follows their event sequence. Students present their writing prepared to clarify and answer questions. | |
| Reading Skill: | | Sequence | | Reading Skill: | Story Structure | Reading Skill: | Fantasy/Realism (Comparing) |
| Reading Strategy: | | Predict/Infer | | Reading Strategy: | Summarizing | Reading Strategy: | Evaluate |
| E.L.P. Target Function: | | Sequence  Defining and Describe | | E.L.P. Target Function: | Text Structure  Compare and Contrast | E.L.P. Target Function: | Literary Analysis  Compare/Contrast |
| E.L.P. Target Forms:  (Signal Words) | | Sequence: follow, first, beginning, middle, end, at last, then, prior to, next, after….  Define: is, a, are, tells, shows that, has  Describe: belongs to, identified by, example of, such as, is called, described as | | E.L.P. Target Forms: | Sequence Story Structure: follow, first, beginning, middle, end, at last, then, prior to, next, after….  Compare/Contrast: like, unlike, similar, same, different, both, also, in contrast, but | E.L.P. Target Forms: | Compare and Contrast :(fantasy and realism): like, unlike, similar, same, different, both, also, in contrast, but, as  Literary Analysis: simple to complex sentences with literary language |
| **I Read** and determine various **words** and **phrases** found in **mythology**, using **context** **clues**. | | | | **I Read** to **connect** **text** and **drama** to a **visual** or **oral** presentation (connecting to myths). | | **I Read** to distinguish **fantasy** (mythological characters) from “**real**” (heroic characters) in text. I **compare** **themes** across **cultures**. | |
| * + **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 mythology (e.g., Herculean). <http://www.myvocabulary.com/word-game-puzzles/mythology-vocabulary/>   + **L.4.4a** Use **context** (e.g., **definitions**, **examples**, or **restatements** in text) as a **clue** to the meaning of a word or phrase (supports ELP target). | | | | * **RL.4.7** Make **connections** **between** the **text** of a story or drama and a **visual** or **oral** **presentation** of the text, identifying where each version reflects specific descriptions and directions in the text. * *Discuss several versions of* ***myths*** *across different cultures both in story and drama structures as well as their visual or oral presentations* (supports ELP target). | | * **RL.4.9 Compare** and **contrast** the treatment of **similar** **themes** and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from **different** **cultures** (supports ELP targets). *Students could record myth character* ***examples*** *and* ***non-examples***(supports ELP Target Compare and Contrast), *in journals reflecting on how understanding the differences increase comprehension.* | |
| **I Explore** how **event** **sequences** are **written** with my class using **graphic** **organizers**. I study **effective** **techniques**. **TEACHER MODELED**! | | | | **I Plan** my **narrative myth** using a graphic organizer to develop **events** in **sequence**. I add **descriptive details** and **dialogue**. | | **I Edit** my writing piece (mythological narrative) for **affixes** and **roots** specific to understanding **words** and **phrases** found in **mythology**. | |
| * + **W.4.3** Write narratives to develop real or imagined experiences or **events** using **effective** **technique**, descriptive **details**, and **clear event sequences**.   + **Effective Techniques Include: W.4.3a** Orient the reader by establishing a **situation** and **introducing** a narrator and/or **characters**; organize an **event sequence** that unfolds naturally (supports ELP target). | | | | * + **W.4.3** … using effective **technique**, **descriptive details** …   + **W.4.3a** … establishing a situation and introducing a narrator and/or characters; organize an **event sequence**.   + **W.4.3b** Use **dialogue** and **description** to **develop** experiences and **events** or show the responses of characters to situations. | | * + **L.4.4b** Use common, grade-appropriate **Greek** and **Latin affixes** and **roots** as clues to the meaning of a word (e.g., telegraph, photograph, and autograph).   *Note for* ***RL.4.9****: Discuss how an author changes or modifies facts to make a good story. A T-Graph of fact and fiction tracks the amount of author artistic license taken in each book read.* | |
| **I Write** defining words that are **similar** but not identical in meaning or **opposite**. I use reference materials to **determine precise** **meaning**. | | | | **I Revise** my writing using **transitional** **words** to manage **event sequence**. My words and phrases provide sensory **details** about events. | | **I Edit** my **conclusion** to make sure it follows the **event sequence**. I have **guidance** from peers and adults for **editing** or **revision** of ideas. | |
| * + **L.4.5c** Demonstrate understanding of words by relating them to their **opposites** (antonyms) and to words with **similar** but not identical meanings (synonyms).   + **L.4.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the **precise** **meaning** of key words and phrases | | | | * + **W.4.3c** Use a variety of **transitional** **words** and phrases to manage the **sequence** of events (*Use ELP Targeted Signal Words).*   + **W.4.3d** Use **concrete** **words** and **phrases** and sensory **details** to convey experiences and events precisely. | | * + **W.4.3e** Provide a **conclusion** that follows from the narrated experiences or **events**.   + **W.4.5** With **guidance** and support from peers and adults, develop and strengthen writing as needed by planning, revising, and **editing**. | |
| **I Speak** **in-depth** during class discussions about literary **elements**, using **specific** **details**. | | | | **I Speak** to **support** an opinion about the **topic** with evidence about the differences or similarities in myths and “real” heroes. | | **I Speak** to present my writing piece. I **answer questions** to **clarify** my work. My writing is clear and **coherent**. | |
| **W.4.9a** Apply *grade 4 Reading standards* to literature (e.g., “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].”). | | | | * + *Students discuss how real heroes are treated in text compared to mythological characters* (supports ELP target). **SL.4.1a** Come to discussions prepared having read or studied required material; explicitly draw on that **preparation** and other information known about the **topic** to explore ideas under discussion. | | * + **W.4.4** Produce clear and **coherent** writing in which the development and organization are appropriate to task, purpose, and audience. **SL.4.1c** Pose and **respond** tospecific **questions** to **clarify** or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | |

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| **Gr. 4** | **Quarter 3**  Reading Informational | | ***Informational Overview: NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** Students read about and research an historical figure using technology and various multi-media resources. They use grade appropriate vocabulary specific to their topic. Students draw conclusions based on evidence. As they plan their research they use graphic organizers to gather evidence. They revise by linking ideas within categories. Students conclude their research providing source notes of two or more texts. | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview** Students connect words and phrases to a specific topic (**ELP Target** Defining). They choose a historical figure to research. They propose a research question about their topic. The teacher models various ways to use technology to research a topic with examples and graphic organizers as discussion springboards to informative writing pieces (**ELP Target** - **Classifying Information**). | | | | **Overview** Students prepare to write a short research paper based on an historical figure. They interpret with evidence and reason to support a topic and draw conclusions (**ELP Target**) They plan using a graphic organizer drawing evidence from texts and technological tools. Students revise their writing with correct capitalization. They link ideas within categories using words and phrases. | | **Overview** Students read two texts on the same subject as research sources for a topic. They evaluate their evidence to support or argue against the authors’ points of view (**ELP Target**). Students conclude their own research writing piece. They edit for accuracy in the use of commas, spelling and vocabulary. They provide source notes. Students conclude with a final statement or section in a written and oral report. | |
| Reading Skill: | | Making Generalizations | | Reading Skill: | Making Judgments | Reading Skill: | Author’s Purpose |
| Reading Strategy: | | Summarizing | | Reading Strategy: | Monitor/Clarify | Reading Strategy: | Evaluating |
| E.L.P. Target Function: | | Defining  Classifying | | E.L.P. Target Function: | Interpreting (Conclusions)  Explaining | E.L.P. Target Function: | Evaluate |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, has  Classify: goes with, here, there are, because, articles (is, a, are), have/ do not | | E.L.P. Target Forms: | Interpret: implicit meaning & propaganda (exaggeration) comparative adj: er, -est, does/does not, adverbs of degree (quite, too) and manner (-ly),  Explain: in, is, I came, I \_\_\_(ed), had, but, (adverbs of manner), then, as a result of, | E.L.P. Target Forms: | Evaluate: adjectives pointing to a particular object (that, those, each, every), no. adjectives, to limit (few, many, some), "paired" conjunctions (both – and; not only – but also),degrees of certainty and uncertainty, belief/doubt, likelihood |
| **I Read** to **determine** how **words** **connect** to a specific **topic**. | | | | **I Read** to support a point using **reasons** and **evidence**. | | **I Read two texts** on the **same** **topic** for more understanding. | |
| * **RI.4.4** Determine the meaning of general academic and domain-specific **words** or phrases in a **text** relevant to *grade 4 topics*(supports ELP target). *Select several words about a topic (historical figure, etc...) Students generalize based on the words, what the topic will be about.* | | | | * **RI.4.8** Explain how an **author** uses **reasons** and **evidence** to support particular points in a text (supports ELP Target – Explain).   *Ask: How does the author support the point about \_\_\_ with reasons and evidence* (supports ELP Target – Interpret). | | * + **RI.4.9** Integrate information from **two** **texts** on the **same** **topic** in order to write or speak about the subject knowledgeably. **W.4.9b** Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses **reasons** and **evidence** to support particular points in a text”), (supports ELP Target – Evaluate). | |
| **I Discuss** written **research** **projects** about a **topic** with my peers and adults. I learn how **information** is related to **aid** in **comprehension**. **TEACHER MODELED**! | | | | **I Plan** to organize **facts**, **definition**, **details**, **quotes** and other **information** about my research topic using a **graphic organizer**. I plan to use charts, **graphs**, or other elements to support my written research. | | **I Edit** my research with a **concluding** **statement** that provides **relevant** **information** as well as precise **language** and **vocabulary** about my **topic**. | |
| * **W.4.7** Conduct short **research** **projects** that build knowledge through investigation of different aspects of a **topic**. * **W.4.2** Write informative/explanatory texts to **examine** a **topic** and convey ideas and **information** clearly. * **W.4.2a** 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** (supports ELP target – classifying). | | | | * + **W.4.2b** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other i**nformation** and examples related to the topic.   + **W.4.9** Draw **evidence** from **literary** or **informational** **texts** to support **analysis**, **reflection**, and **research**. | | * + **W.4.2d** Use **precise** **language** and domain-specific **vocabulary** to inform about or explain the **topic**.   + **W.4.2e** Provide a **concluding** **statement** or section related to the information or explanation presented.   + **W.4.8** Recall and **gather** relevant **information** ….. from **print** and **digital** **sources**; take notes and categorize information, and provide a list of sources. | |
| **I Write** my ideas about a topic. I use **commas** and **quotes** to mark **direct speech** and **references** from texts to explain and inform. | | | | **I Revise** my writing for correct **capitalization**. I make sure my **ideas** are **linked** within categories of information. I use **technology** to support my research. | | **I Edit** **spelling** and use of **commas**. I **publish** my research demonstrating my **keyboarding** **skills**. | |
| * + **L.4.2b** Use **commas** and **quotation** **marks** to mark **direct speech** and **quotations** from a text (especially research sources).   **W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. *Discuss a written researched article or essay about a topic. Discuss how specific words support the topic.* | | | | * + **L.4.2a** Use correct **capitalization**. **W.4.2c** **Link ideas** within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). **W.4.6** With some guidance and support from adults, use **technology**, including the **Internet**… | | * + **L.4.1g** correctly use frequently confused **words** (e.g., to, too, two; there, their).\* **L.4.2c** Use a **comma** before a coordinating conjunction in a compound sentence. **W.4.6** …. **publish** writing …. demonstrate sufficient command of **keyboarding** **skills** to type a minimum of one page in a single sitting. | |
| **I Speak** about how **visual** **information** contributes to textual understanding. I **paraphrase** my ideas. | | | | **I speak** about informational text I’ve read. I make **judgments** about the **evidence** the narrator or speaker provides about a topic. | | **I speak** to **report** on my researched **topic**. | |
| **SL.4.2 Paraphrase** portions of a text read aloud or information presented in diverse media and formats, including **visually**, quantitatively, and orally. | | | | **SL.4.3** Identify the **reasons** and **evidence** a speaker provides to support particular points. | | **SL.4.4 Report** on a **topic** …..using appropriate facts and **relevant**, descriptive **details** to support main ideas; speak clearly at an understandable pace. | |

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| **GR 4** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * determine the meaning of **mythological words** or **phrases** (RL.4.4). * use **context** as a clue for word meaning (L.4.4.a). * understand how **narratives** are **organized** (W.4.3 – 3a). * Identify when an **author** uses effective **writing techniques**. * **determine** the **event** **sequence** of a narrative (W.4.3.a). * use **antonyms** and **synonyms** to show understanding of word meaning (L.4.5.c). * consult **reference** **materials** for precise word meaning (L.4.4.c). * **describe** a **character**, **setting** or **event** using specific details (W.4.9.a). | | **I can**   * **read** a story or drama and then **watch** a visual or oral version of the same story or drama. * tell how the written **story** or **drama** and the **visual** or **oral version** are the **same** and **different** (RL.4.7). * **plan** a **narrative** writing piece using a **graphic** **organizer**. * **include** on my graphic organizer: **details**, **event sequence** and **characters** (W.4.3.a). * i include **dialogue** in my writing (W.4.3.b). * i revise my writing using **transitional** **words** to show event sequence (W.4.3.c). * i am **prepared** to **speak** about my writing process (SL.4.1.a). | **I Can**   * **distinguish** **fantasy** characters in myths from **real** “heroic” characters. * recognize **similar** **themes** of **good** and **evil** in different myths across cultures (RL.4.9). * recognize **similar patterns** of events (quests) in different stories, myths and traditional literature across cultures (RL.4.9). * **edit** my narrative writing myth piece with a **conclusion** statement or section that follows my event sequence (W.4.3.e). * use **Greek** and **Latin** words correctly based on my knowledge of their **roots** and **affixes** (L.4.4.b). * **write** clearly and coherently to **task**, **purpose** and **audience** (W.4.4). * **present** my writing and **respond** to questions to clarify (SL.4.1.c). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * determine the meaning of **words** and **phrases** about a 4th grade topic (RI.4.4). * understand how to **research** a topic by **grouping** related i**nformation** together (W.4.2.a) * contribute ideas on how to **investigate** a **topic** (illustrations, multi-media), (W.4.7). * use **commas** and **quotes** to show direct speech or references (L.4.2.b). * **language** that is **precise** about a researched topic (W.4.2.d). * **paraphrase** parts of what I’ve read or researched about a topic (SL.4.2). | **I can**   * explain how an **author** uses **reasons** and **evidence** to support particular points about a topic (RI.4.8). * apply what I’ve learned about researching a topic to **plan** my own **research**. * use a **graphic organizer** to **plan** facts, definitions, details, quotes and other information about my research (W.4.2.b, W.4.9). * **revise** a rough draft of my research paper by correcting **capitalization** (L.4.2.a). * revise my ideas by using **words** and **phrases** that **link** them together (W.4.2.c). * ask for help from adults to use **technology** as a resource (W.4.6). * speak about my **reasons** and **evidence** to **support** particular points in my research (SL.4.3). | **I can**   * read from **two** **sources** about my research **topic** and **integrate** the **information** (RI.4.9) in my writing. * explain how an **author(s)** from my resource(s) used **reason** and **evidence** to **support** a particular point (W.4.9.b). * draw a **conclusion** about my research using **evidence** and **reason** as support (W.4.2.e – W.4.8) * write a **conclusion statement** or section related to my research (W.4.2.e). * **precise** **language** in writing and speech about my research piece (W.4.2.d). * use **commas** before a coordinating conjunction in a compound sentence (L.4.2.c). * use frequently **confused words** correctly (to, too, two, etc..) (L.4.1.g) * **report** on my topic using **facts** and **details** to **support**  my **conclusions** (SL.4.4). |

**Introduction and Overview Quarter four:**

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| **Grade 4*:* Quarter Fourth**  ***Reading Literature*** |
| * In the fourth quarter of fourth grade, students read a variety of traditional literature from different cultures (e.g., quests, stories, myths, good and evil tales),(RL.4.9). They describe the characters, setting or pattern of events in these stories in detail (RL.4.3). Students analyze the effectiveness of how stories are narrated in first or third person point of view (RL.4.6).   Students plan, revise and edit an opinion writing piece written in a first-person point of view. They introduce a character(s) they will be writing about (W.4.1) and group information about the character (W.4.1.a). Students support their opinion with reasons linking them with words and phrases (W.4.1.b-c). They revise relative pronoun or adverb use in their writing (L.4.1.b). Students provide a concluding statement or section summarizing their opinion of a character(s) with reasons and examples from the text. Any idioms, adages or proverbs used are clearly explained (L.4.5.b) to the audience.  ***Informational Text***   * Students read and examine firsthand and secondhand accounts of the same historical event (RI.4.3). They are able to compare and contrast the different accounts. Students describe the different focus of the accounts (RI.4.6). They analyze the different accounts, integrating the most important points into one report or new account (RI.4.9).   Students research texts and poems about the same historic event. They plan to write an informative text (essay or poem) about the event (W.4.2). They group and categorize related facts and information together from print or digital sources, audio recordings or visual displays (W.4.8), (W.4.2.a-b),(SL.4.5). Students link ideas using words and phrases (W.4.2.c) as well as domain specific and precise vocabulary (W.4.2.d), (L.4.3.a).  Punctuation is chosen for effect (L.4.3.b). Relative pronouns and adverbs are used correctly (L.4.1.a). Students present their research using formal English (L.4.3.c).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated lessons. The standards within each lesson should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 4** | **Quarter 4**  Reading Literature | | ***Informational Overview****:* Students in the fourth quarter of grade four read traditional literary stories from different cultures in order to compare and contrast how author’s treat themes, topics and event patterns. They describe characters with in-depth details. Students are able to distinguish between first and third person point of views or narrations in traditional literature. They plan, revise and edit an opinion piece written in a first-person point of view about a character(s) from a traditional story. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing*** | | | | |
| **Unit of Study #1 - Literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| **Overview** Students read traditional literature from different cultures describing in detail characters, settings or events. (**ELP Target – Describe**). Students prepare to write an opinion piece about a character. They examine the character in detail asking clarifying questions (**ELP Target – Questioning**). | | | | **Overview** Students read traditional literature from different cultures. They are able to recognize first and third person narrations and compare which is most effective (**ELP Target**). They plan an opinion piece about a character(s) from a first-person point of view. Students revise for accuracy relative pronouns or adverbs. | | **Overview** Students compare and contrast how different authors treat similar themes, topics or patterns of events in traditional literature from different cultures (**ELP Target**). They edit their writing with a concluding summary linking opinion to reasons. Idioms, adages or proverbs are clarified for the audience. | |
| Reading Skill: | | Predicting Outcomes | | Reading Skill: | Fact/Opinion | Reading Skill: | Evaluation |
| Reading Strategy: | | Predict/Infer | | Reading Strategy: | Questioning | Reading Strategy: | Evaluating |
| E.L.P. Target Function: | | Describe | | E.L.P. Target Function: | Compare and Contrast | E.L.P. Target Function: | Compare and Contrast |
| E.L.P. Target Forms: | | Describe  example of, belongs to, described as, like, identified by, is called, such as…. is,  Clarifying Questions  did, are, will, am is, can (verb phrases) | | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas  Persuade  you, we, must, imperative, all, need, should | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ |
| **I Read traditional** **literature** from different **cultures**. I understand how **characters**, **settings** or **events** affect the story. | | | | **I Read** **traditional** **literature** from different **cultures**. I recognize **first** and **third** **person** **points** **of** **view** in a story. | | **I Read** **traditional** **literature** from **different** **cultures** **comparing** and **contrasting** how **authors** treat similar **themes**, **topics** or **event** **patterns**. | |
| * **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),(supports ELP Target).   + *Ask: “How does the author’s use of setting affect the story? Which words best describe \_\_\_? Explain your answers in detail,” (Supports ELP Target – Clarifying Questions). “Predict the outcome of\_\_.”* | | | | * **RL.4.6** **Compare** and **contrast** the **points** of view from which different stories are narrated, including the **differences** between **first**- and **third**-**person** narrations (supports ELP Target).   *Ask: “Why does the author tell the story in the third-person point of view instead of the first-person point of view? Compare points of view from which \_\_ and \_\_ are told. Use examples. How are points of view and opinions the same or different than facts?”* | | * **RL.4.9** Compare and contrast the treatment of **similar** **themes** and **topics** (e.g., opposition of good and evil) and **patterns** of **events** (e.g., the quest) in stories, myths, and **traditional** **literature** from different **cultures**. * *Ask: “\_\_\_ and \_\_ have similar themes. How are the authors’ treatments of the themes alike or different? Evaluate which is most effective. Give examples,” (supports ELP Target.)* | |
| **I Explore** **details** about a **character**. I state my **opinion**. I **group examples** of character **thoughts**, **words** or **actions**. | | | | **I Plan** my **opinion** **writing** about one or more **characters** from traditional stories from a **first**-**person** **point** **of** **view**. | | **I Edit** my **opinion** **writing**. I provide a **concluding** statement with reasons to support my **opinion** about a **character**(s) in traditional literature. | |
| * **W.4.1** Write **opinion** pieces on **topics** or texts, supporting a point of view with **reasons** and information.   + **W.4.1a** 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.4.1b** Provide **reasons** that are supported by facts and details.   + **W.4.1c** Link **opinion** and **reasons** using words and phrases (e.g., f*or instance*, *in order to*, *instead).* *Students plan an opinion speech or writing piece written from a first person point of view about a character(s) in traditional stories. They use persuasive techniques to convince their audience of their* ***opinion****.* | | * + **W.4.1d** Provide a **concluding** **statement** or **section** related to the opinion presented. *A criterion for a concluding statement or section would be the use of persuasive techniques to convince an audience with reasons and examples.* | |
| **I Write** about **characters** using **progressive** **verb** **tenses**. | | | | **I Revise** my **opinion** **piece**. I use **relative** **pronouns** and **adverbs**. | | **I Edit** to make sure **idioms**, **adages** or **proverbs** in my writing are clarified for the audience. | |
| * + **L.4.1b** Form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb** **tenses**. | | | | * + **L.4.1a** Use **relative** **pronouns** (who, whose, whom, which, that) and relative **adverbs** (where, when, why). | | **L.4.5.b** Recognize and **explain** the meaning of common **idioms**, **adages**, and **proverbs**. | |
| **I Speak** using **in**-**depth** details about characters, settings or events. | | | | **I Speak** to **gather** **ideas** from my peers and adults about **my** **writing**. | | **I Speak** to **present** my opinion writing piece. | |
| **SL.4.1.b** Follow agreed-upon rules for discussions and carry out assigned roles *(integrate with discussing traditional literature).* | | | | **SL.4.1.d** Review the key **ideas** expressed and explain their **own** **ideas** and understanding in light of the discussion. | | **SL.4.4 Report** on a **topic** …..using appropriate facts and **relevant**, descriptive **details** to support main ideas; speak clearly at an understandable pace. | |

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| **Gr. 4** | **Quarter 4**  Reading Informational | | ***Informational Overview*** Students read firsthand and secondhand accounts of the same historic event. They understand what happened and why based on textual evidence. They are able to compare and contrast differences in how firsthand or secondhand accounts. Students integrate information from several accounts deciding on the most important points of each in order to write one report or a new account.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview** Students read firsthand and secondhand accounts of the same historical event. They explain problems and solutions (what happened and why) in historic events (**ELP Targets**). Students learn how to develop a topic for writing by grouping related facts and details. | | | | **Overview** Students compare and contrast firsthand and secondhand accounts of the same event (**ELP Target**). They are able to examine differences in focus between various accounts. Students plan writing categorizing information. They revise using precise language. | | **Overview** Students review firsthand and secondhand accounts of the same event. They integrate information from the different accounts by evaluating key points (**ELP Target**). Students edit writing with a concluding statement support their research. | |
| Reading Skill: | | Problem Solving | | Reading Skill: | Classify/Categorize | Reading Skill: | Evaluate |
| Reading Strategy: | | Monitor/Clarify | | Reading Strategy: | Summarize | Reading Strategy: | Summarize |
| E.L.P. Target Function: | | Cause and Effect  Retell/Relate Past Events | | E.L.P. Target Function: | Compare and Contrast | E.L.P. Target Function: | Evaluate |
| E.L.P. Target Forms: | | Cause and Effect  verb forms & words: because, since, consequently, if….then, led to, due to, explains why, caused…  Retell/Relate Past Events | | E.L.P. Target Forms: | Compare/Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ | E.L.P. Target Forms: | Evaluate  (that, those, each, every), (few, many, some), correlated "paired" conjunctions (both – and; not only – but also),degrees of certainty/uncertainty, belief/doubt, |
| **I Read** two or more **texts** about **first** and **secondhand** **accounts** of a **historical** **event**. I explain what **happened** and **why**. | | | | **I Read** **comparing** and **contrasting** a **firsthand** and **secondhand** **account** of an **event**. I describe how they are presented differently. | | **I Read** about the **same** **event** from **two** or **more** **texts**. I **integrate** **information** from the texts. | |
| * **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. * *Pre-select different texts or digital sources (firsthand and secondhand accounts) about the same historical event. Graph what happened (problems and solution), and why (supports cause/effect ELP Targets).* | | | | * **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 (supports ELP Target). * *Review pre-selected firsthand and secondhand accounts of the same historical event. Read new texts, continue graphing what happened and why. Compare how different accounts focus differently on the same event.* | | * **RI.4.9** **Integrate** **information** from two **texts** on the **same** **topic** in order to write or speak about the subject knowledgeably. * *Gather texts students have been reading about the same historic event. Model how to evaluate key points and integrate information from the texts into one report or new account of the event (supports ELP Target).* | |
| **I Discuss texts** about the **same** **event**. I explore how **related** **information** (facts and details) is/are **grouped** in the text structures. | | | | **I Plan** to write an **informational** **piece** about a **historic** **event**. I use many **sources**, **categorize** **information** and use precise topic **specific** **language**. | | **I Edit** my informational **writing** piece. My **concluding** statement includes **evidence** to **support** my **research**. | |
| * **W.4.2** Write informative/explanatory texts to examine a **topic** … * **W.4.2a** 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.4.2b** Develop the topic with **facts**, **definitions**, concrete **details**, **quotations**, or other **information** and **examples** **related** to the topic.   *Select a text and a poem about a historic event. Generate several open-ended research questions to model researching. “Write a class poem about the selected event and include several important facts about the event in the poem.” Discuss* ***audio*** *recordings and* ***visual*** *displays.* | | | | * **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. * **W.4.2c** Link ideas within **categories** of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). * **W.4.2d** Use **precise** **language** and **domain**-**specific** vocabulary to inform about or explain the topic. * *Students plan with a graphic organizer, grouping ideas and information. They draft an informational writing piece (essay, poem, etc…) using words that are precise and clear.* * **L.4.3a** Choose **words** and phrases to **convey** **ideas** precisely. | | * + **W.4.2e** Provide a **concluding** **statement** or section **related** to the **information** or explanation presented   **W.4.9** Draw **evidence** from literary or **informational** **texts** to **support** analysis, reflection, and **research**.   * + **W.4.9b** Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses **reasons** and **evidence** to support particular points in a text). | |
| **I Write** using **relative** **pronouns** and **adverbs**. | | | | **I Revise** my writing with **peers** and **adults**. I choose **punctuation** for **effect**. | | **I Edit** my writing to **present** in **formal** **English**. | |
| * + **L.4.1a** Use **relative** **pronouns** (who, whose, whom, which, that) and relative **adverbs** (where, when, why). | | | | * **W.4.5** With guidance and support from **peers** and **adults**, develop and strengthen writing as needed by **planning**, **revising**, and **editing**. * **L.4.3b** Choose **punctuation** for **effect**. | | * + **L.4.3c** Differentiate between situations that call for **formal** **English** (e.g., **presenting** **ideas**) and those that call for informal discourse(e.g., small-group discussion). | |
| **I Speak** and discuss a **historic** **event**. I understand how **audio** recordings and **visual** displays enhance a story or poem. | | | | **I speak** about my **writing**, **sharing** **ideas** and **listening** to others. | | **I speak** to **present** my writing using **formal** **English**. | |
| * **SL.4.5** Add **audio** recordings and **visual** displays to presentations when appropriate to enhance the development of main ideas or themes. | | | | * + **SL.4.1d** Review the key ideas expressed and **explain** their **own** **ideas** and understanding in light of the discussion. | | * **SL.4.6** Differentiate between situations that call for **formal** **English** (e.g., **presenting** **ideas**) and those that call for informal discourse (e.g., small-group discussion); use formal English when appropriate to task and situation. | |

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| **GR 4** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **describe** in **detail** the **characters**, **settings** and **events** of the stories I read (RL.4.3) (connect to traditional stories from different cultures). * tell how **characters**, **setting** and **events** make the story more **understandable** to a reader (RL.4.3). * **state** my **opinion** about a **character** in traditional literature and give **examples** from the text (W.4.1). * **group** **information** together about a **character’s** **thoughts**, **words** and **actions** that will support my opinion (W.4.1.a). * **follow** agreed upon **rules** during class **discussions** (SL.4.1.b). | | **I can**   * tell **who** is **narrating** a story (RL.4.6). * explain the **difference** **between** **first** and **third** **person** narration (RL.4.6). * **compare** and **contras**t **different** first and third person **points** **of view** in traditional stories from different cultures (RL.4.6), connected to RL.4.9. * **introduce** the **subject** of my opinion piece (a **character**(s),(W.4.1). * write my opinion from a **first** **person** point of view about my subject giving r**easons** (W.4.1.b). * use **linking** **words** and **phrases** to connect my opinion to reasons (W.4.1.c). * use r**elative** **pronouns** and **adverbs** correctly in my writing (L.4.1.a). * review **key** **ideas** about my writing **with** my **peers** or **adults** (SL.4.1.d). | **I Can**   * **explain** a story’s **theme**, **topic** or **pattern** of **events** in **traditiona**l **literature** from different **cultures**(RL.4.9). * compare and contrast how **different** **authors** **treat** **themes**, **topics** or **event** **patterns** (RL.4.9). * give my **opinion** of which method is **most** **effective** (RL.4.9). * write a **concluding** **statement** or section in my opinion writing (W.4.1.d). * **summarize** my **opinion** in the conclusions using **reasons** and **examples** from the text (W.4.1.d). * **clarify** **adages**, **proverbs** or **idioms** that may be specific to the character I am writing about (L.4.5.b). * **present** my opinion piece **speaking** **clearly** and using appropriate **facts** and **details** (SL.4.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * read about a **historical** **event** and **explain** what **happened** and **why** (cause and effect), (RI.4.3). * **support** my answers **using** **evidence** from the text (RI.4.3). * **examine** a **historic** **event** and **group** related **information** together about the event (W.4.2-a). * **develop** and **research** ideas or an event sequence about a historic event using **details**, **quotes**, **information**, **definitions** and **examples** (W.4.2.b). * use **relative** **pronouns** and **adverbs** in my writing (L.4.a.1). * **investigate** **audio** **recordings** or **visual** **display**s about a historic event (SL.4.5). | **I can**   * **compare** and **contrast** a **firsthand** and **secondhand** **account** of the **same** historical **event** (RI.4.6). * describe how **each** account **focuses** **differently** on the event (RI.4.6). * **plan** **writing** about a **historical** **event**(s) using **print** and **digital** **sources** (W.4.8). * **consult** with **peers** and **adults** about my writing (W.4.5). * **link** **ideas** within **categories** as I plan (W.4.2.c). * use **precise** domain-specific **language** about a historic event (W.4.2.d). * use words and phrases to **convey** my **ideas** **precisely** (L.4.3.a). * revise my writing, using **punctuation** **for** **effect** (L.4.3.b). * **explain** and **share** my **ideas** with others (SL.4.1.d). | **I can**   * **read** two or more **texts** about the **same** historical **event** and **evaluate** which **points** are most **important** (RI.4.9). * **integrate** the most **important** **points** from two or more texts about the same historical event into **one** **report** or account (RI.4.9). * **edit** my writing with a **concluding** **statement** using **words** from my **presentation** (W.4.2.e). * include **evidence** and **reason** from texts in my **conclusions** (W.4.9-b). * tell when to **use** **formal** and **informal** **English** (L.4.3.c). * **present** my completed writing piece using **formal** **English** (SL.4.6). |

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| **5 Dimensions of Teaching & Learning Strategies** | | | | | | | | | | | |
| 5 Dimensions of Teaching and Learning | | \* The Five Dimensions of Teaching & Learning from Stephen Fink's &AnnekeMarkholt's Leading for Instructional Improvement. | | | **3.** | **Curriculum & Pedagogy** | | | | | |
| Curriculum | | | | | | |
| Connection Graphs to previous lessons  Connections to larger study | | | | | | |
| 1. | | **Purpose** |
|  | | * Standard |
|  | | * Teaching Point |
| **2.** | | **Student Engagement** | Teaching Approaches & Strategies | | | | | | |
|  | | * Intellectual Work | Connects Strategies to Learning  Graphs of connecting to other disciplines  Scaffolding Language  Habits of Thinking Language Posted | | | | | | |
|  | | * Engagement Strategies |
|  | | * Talking Points |
| **3.** | | **Curriculum & Pedagogy** |
|  | | * Curriculum |
|  | | * Teaching Approached & Strategies | Scaffolding | | | | | | |
|  | | * Scaffolds for Learning | Co-Constructed charts (teacher & students | | | | | | |
| **4.** | | **Assessment for Student Learning** | Guided instruction | | | | | | |
|  | | * Assessment | to – with – by | | | | |  | |
|  | | * Adjustments | I do – we do – you do | | | | |  | |
| **5.** | | **Classroom Environment & Culture** | Tiered Assignments | | | | |  | |
|  | | * Use of Physical Environment | **4.** | **Assessment for Student Learning** | | | | | |
|  | | * Classroom Routines & Rituals | Assessments | | | | | | |
|  | | * Classroom Culture | Anecdotal Notes | | | | | Student Work Samples | |
| **Strategies You Can Use in Your Classroom** | | | | | Student-Teacher Conference | | | | | Charts | |
| There are many strategies and activities you can use in your classroom in each of the five areas of teaching and learning. \* These are just a few. The importance of preparing our students for college and career readiness depends on instruction. | | | | | Conferring | | | | | Records | |
| Portfolios | | | | | Rubrics | |
| Student Created Goals | | | | | Contracts | |
| Learning Journals | | | | | Portfolios | |
| **1.** | **Purpose** | | | | Concept Maps | | | | | Knowledge Surveys | |
| Standards | | | | | Assessments Concept Test | | | | | Peer Review | |
| KWL Graph | | | Advanced Graphic Organizer | | Predictions | | | | | Written Reports | |
| I Can Statements | | |  | | Oral Presentations | | | | | Multiple Choice | |
| Standard Sentence Frame | | |  | | Poster Presentations | | | | | Class Assessment | |
| Teacher Example | | |  | | Open -Ended | | | | |  | |
| Teaching Points (Objective) | | | | | Adjustments | | | | | | |
| Targeted question listed | | |  | | Pre-planned Leveled Questions | | | | | | |
| KWL Graph | | |  | | Alternative Question | | | | | | |
| Rubric of Expectations | | |  | | Possible Teacher Adjustments List | | | | | | |
| Performance Tasks Listed | | |  | |  | | | | | | |
| Explained in Kid Language | | |  | | **5.** | **Classroom Environment & Culture Supports Learning with…** | | | | | |
| **2.** | **Student Engagement** | | | | Use of Physical Environment | | | | | | |
| Intellectual Work | | | | | Meeting Areas  Seating Resources  Libraries  Materials | | Charts  Technology  Space  Centers  Desks face teacher  Elbow Room | | | | Neutral zones  Co-constructed  Learning Display  Concept Displays |
| Bloom's Questions | | | Student Created Analogies | |
| Debate | | | Frame a Question | |
| Identify Similarities and Differences | | | KOI-Open-Ended Questions | |
| Class Continuum Levels | | | Patterns & Connections | |
| Higher Level Thinking Graphs | | | Challenge Thinking Activities | |
| KWLH | | | Gates Dimensions | | Classroom Routines and Rituals | | | | | | |
| Engagement | | | | | Techniques  Class is involved in rule making.  Greet by Name  Transition Rules | | | Procedures  Processes  Access to Resources  Entering Class  Leaving Class | | | Effort Rewards  Work Habits  Productive Time  Group experiences |
| Activate Prior Knowledge | | | Debate | |
| Collaboration Activity | | | Partner Talk | |
| Cooperative Learning | | | Class Effort Rubric | |
| Student Response Extends Conversation | | | SIOP Components | |
| Discussion Language Posted | | | Heterogeneous Grouping | | Classroom Culture | | | | | | |
| Think-Pair-Share | | |  | | Expectations Posted  Accountability  Language & Actions Used  Teacher to Student  Student to Student  Community of Equality  Learning from Each Other  Students know clarifying words and language. | | | | Student Task Choice  High Motivation  Caring & Enthused Teacher  Development of relationships  Intellectually and culturally richclass  Risk—Taking Atmosphere | | |
| Talk | | | | |
| Speaking Words Poster | | | Debate | |
| Character Role Play | | | Reciprocal Learning | |
| SIOP Components | | | Question Card Prompts | |
| Think-Pair-Share | | | Prior Knowledge Activities | |
| Partner Talk | | | Think Alouds | |

**Resources**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Bloom’s Taxonomy** | | | **Marzano’s9 Best Practices** | | | | **SIOP Components** | |
| **6** |  | |
| 1. | Identifying Similarities and Differences | | | **Preparation** | |
| Combine Ideas to Form a new Idea | | | 2. | Nonlinguistic Representations | | | Strategies: graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays | |
| Predicting the Outcome | | | 3. | Summarizing and Note Taking | | |
| Adding Ideas | | | 4. | Setting Objectives and Providing Feedback | | |
| Suggesting Solutions | | | 5. | Reinforcing Effort and Providing Recognition | | | **Building Background** | |
| Collecting and Grouping Ideas | | | 6. | Generating and Testing Hypotheses | | | Strategies: KWL, key vocabulary games  links past to new | |
| Organize and Plan | | | 7. | Homework and Practice | | |
| Change Story Ending for a Purpose | | | 8. | Cues, Questions, and Advanced Organizers | | |
| Map Story Setting | | | 9. | Cooperative Learning | | | **Comprehensible Input** | |
| **Creating/Synthesis** | | | **Differentiation Strategies**  (especially beneficial for gifted and high ability students) | | | | Strategies: differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips | |
| **5** |  | |
| Evaluate Characters’ Actions | | | **Compacting** | | Students are pre-assessed to determine already mastered content. | | **Strategies** | |
| Evaluate Feelings | | | GIST, SQP2R, reciprocal teaching, mnemonics, repeated reading, think alouds, paraphrase, question cubes, bloom’s | |
| Evaluate Personality | | |
| Evaluate Values | | | **Depth & Complexity** | | From concrete to abstract and connections over time. | |
| Evaluate Story Ending | | | **Interaction** | |
| Defend an Action | | | Strategies: pairs, triads, TPS, teams, native language materials, student notes, write/respond | |
| Judge | | | **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | |
| Support | | |
| **Evaluation** | | | **Practice/Application** | |
| **4** |  | | **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | Strategies: hands on, discussion, abstract models for concrete concepts, partner work then alone work, integrate all lang. skills | |
| I Conclude… | | |
| Fact or Fiction? | | | **Thinking Skill** (Bloom’s) | | Scaffolding questions and activities at various levels of Bloom's Taxonomy. | | **Lesson Delivery** | |
| Identifying Motives | | | Strategies: clear objectives, opportunities to talk, no down time, whole and small groups | |
| Categorize Events or Ideas | | |
| Compare one to another | | | **Tiered Assignments** | | Different levels of complexity, number of steps and levels of independence. | | **Review/Assessment** | |
| Listing Evidence | | | Strategies: content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, numbered wheels, white-board responses | |
| Examine Evidence | | |
| Asking the Question “Why” | | | **O.D.E. – ELP Standards** | | | | | |
| **Analysis** | | |
| **3** |  | | **Function** | | | **Form** | | |
| Problem Solving | | | express: needs/likes | | | indirect/direct object subject/verb agreements, pronouns | | |
| Why is…it important? | | | describe: nouns | | | nouns, pronouns, adjectives | | |
| How is…and example of? | | | describe: relations | | | prepositional phrases | | |
| Using illustrations to sequence story | | | describe: actions | | | present progressive, adverbs | | |
| Interpret Why Events Happen | | | retell/relate events | | | past tense verbs, perfect aspect (present & past) | | |
| Solve story problem in your own way | | | make predictions | | | Verbs: future tense, conditional mode | | |
| Describe in words or art about story | | | information questions | | | Verbs and verb phrases in questions | | |
| **Application** | | | clarifying questions | | | Questions with increasing specificity | | |
| **2** | |  | express opinion | | | sentence structure, modals (will, can, may shall) | | |
| comparing | | | adjectives, conjunctions, comparatives, superlatives, adverbs | | |
| Summarize Story | | | contrasting | | | comparative adjectives | | |
| Retell Details | | | summarizing | | | increasingly complex sentences w' specific vocabulary | | |
| Sequencing Story Events | | | persuading | | | verb forms | | |
| Main idea | | | literary analysis | | | sentence structure, specific vocabulary | | |
| What Happened/Conclusion | | | cause/effect | | | verb forms | | |
| Describe in Own Words | | | draw conclusion | | | comparative adjectives | | |
| Discuss | | | define | | | nouns, pronouns and adjectives | | |
| Explain | | | explain | | | verbs, declarative & complex sentences, adverbs of manner | | |
| Identify | | | generalize | | | abstract nouns, verb forms, nominalizations | | |
| **Understanding/Comprehension** | | | evaluate | | | complex sentences; increasing specificity of nouns, verbs, adj | | |
| **1** | |  | interpret | | | language of propaganda, complex sentences, nominalizations | | |
| sequence | | | adverbs of time, relative clauses, subordinate conjunctions | | |
| Characters and Story Elements | | | hypothesize | | | Modals (would, could might), compound tenses | | |
| List Events and Character Traits | | | **Resource Contributors:**  Erin Crowley, Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco | | | | | C:\Documents and Settings\Rick Richmond\Local Settings\Temporary Internet Files\Content.IE5\R99A5KDY\MC900056794[1].wmf |
| Repeat - Recall of information | | |
| First, Next, Last - Who, Where in Story… | | |
| Identify Feeling | | |
| Describe from Text | | |
| **Remembering/Knowledge** | | |

**CCSS English language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **GR 4** | |  |  | | | | | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | | | | | | | | | |
|  |
| **District Focus Standards By Quarter** | | | | | |  | | | | | | | | |  | | | |  | |
| Qtr  1 | Qtr  2 | Qtr  3 | | Qtr  4 |  |  | | | | | | | | | | | | | |  |
|  |  | | **Reading Foundational Skills** | | | | | | | | | | | | |
|  |  | |  | | |  | | *Phonics and Word recognition* | | | | | | | |
| **✓** | **X** | **X** | | **X** |  |  |  | | |  | | 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. | | | | |
|  |  |  | |  |  |  | |  | | |  | | *Fluency* | | |  | | | | |
| **X** | **X** | **X** | | **X** |  |  | |  | | |  | | RF.4.4 | | | Read with sufficient accuracy and fluency to support comprehension. | | | | |
|  |  |  | |  |  |  | |  | | |  | | RF.4.4.a | | | Read on-level text with purpose and understanding. | | | | |
|  |  |  | |  |  |  | |  | | |  | | RF.4.4.b | | | Read on-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. | | | | |
|  |  |  | |  |  |  | | **Reading Literature** | | | | | | | | | | | | |
|  |  |  | |  |  |  | |  | | |  | | *Key Ideas and Details* | | | | | | | |
| **✓** | **X** | **X** | | **X** |  |  | |  | | |  | | RL.4.1 | | | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | |
| **✓** |  |  | |  |  |  | |  | | |  | | RL.4.2 | | | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | | |
| **✓** |  |  | | **✓** |  |  | |  | | |  | | 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). | | | | |
|  |  |  | |  |  |  | |  | | |  | | *Craft and Structure* | | | | | | | |
|  |  | **✓** | |  |  |  | |  | | |  | | 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 mythology (e.g., Herculean). | | | |
|  | **✓** |  | |  |  |  | |  | | |  | | 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. | | | |
|  | **✓** |  | | **✓** |  |  | |  | | |  | | 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. | | | |
|  |  |  | |  |  |  | |  | | |  | | *Integration of Knowledge and Ideas* | | | | | | | |
|  | **✓** | **✓** | |  |  |  | |  | | |  | | RL.4.7 | | | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | | | |
|  |  |  | |  |  |  | |  | | |  | | RL.4.8 | | | (Not applicable to literature) | | | | |
|  |  | **✓** | | **✓** |  |  | |  | | |  | | RL.4.9 |  | | | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | |
|  |  |  | |  |  |  | |  | | |  | | *Range of Reading and Complexity of Text* | | | | | | | |
| **X** | **X** | **X** | | **X** |  |  | |  | | |  | | RL.4.10 | |  | | | | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | |
|  |  |  | |  |  |  | | **Reading Informational** | | | | | | | | | | | | |
|  |  |  | |  |  |  | |  | | |  | | *Key Ideas and Details* | | | | | | | |
| **✓** | **X** | **X** | | **X** |  |  | |  | | |  | | RI.4.1 |  | | | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| **✓** |  |  | |  |  |  | |  | | |  | | RI.4.2 |  | | | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | |
| **✓** |  |  | | **✓** |  |  | |  | | |  | | 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. | | | |

**CCSS English language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GR 4** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | | |  |  |  | **Reading Informational**[cont] | | |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 |  |  |  |  |  | Craft and Structure | |
| **X** | **X** | **✓** | **X** |  |  |  |  | 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. |
|  | **✓** |  |  |  |  |  |  | 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. |
|  | **✓** |  | **✓** |  |  |  |  | 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. |
|  |  |  |  |  |  |  |  |  | Integration of Knowledge and Ideas | |
|  | **✓** |  |  |  |  |  |  | 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. |
|  |  | **✓** |  |  |  |  |  | RI.4.8 |  | Explain how an author uses reasons and evidence to support particular points in a text. |
|  |  | **✓** | **✓** |  |  |  |  | RI.4.9 |  | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
|  |  |  |  |  |  |  |  |  | Range of Reading and Level of Text Complexity | |
| **X** | **X** | **X** | **X** |  |  |  |  | RI.4.10 |  | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|  |  |  |  |  |  |  |  | **Writing** | |  |
|  |  |  |  |  |  |  |  |  | Text Types and Purposes | |
| **** |  |  | **✓** |  |  |  |  | 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 and details. |
| **** |  |  | **✓** |  |  |  |  | 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 concluding statement or section related to the opinion presented. |
| **** |  |  | **✓** |  |  |  |  | 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, quotations, or other information and examples related to the topic. |
| **** | **✓** | **✓** | **✓** |  |  |  |  | W.4.2.c |  | Link ideas within categories 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 concluding statement or section related to the information or explanation presented. |

**CCSS English language Arts Check List**

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| **Gr 4** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | | |  |  |  |  | | |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 |  |  |  | **Writing** | | |
|  |  |  |  |  |  |  |  |  | Text Types and Purposes | |
|  | **✓** | **✓** |  |  |  |  |  | W.4.3 |  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|  | **✓** | **✓** |  |  |  |  |  | W.4.3.a |  | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
|  | **✓** | **✓** |  |  |  |  |  | W.4.3.b |  | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
|  | **✓** | **✓** |  |  |  |  |  | W.4.3.c |  | Use a variety of transitional words and phrases to manage the sequence of events. |
|  | **✓** | **✓** |  |  |  |  |  | W.4.3.d |  | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
|  | **✓** | **✓** |  |  |  |  |  | W.4.3.e |  | Provide a conclusion that follows from the narrated experiences or events. |
|  |  |  |  |  |  |  |  |  | Production and Distribution of Writing | |
| **X** | **X** | **✓** | **X** |  |  |  |  | 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.) |
|  |  | **✓** | **✓** |  |  |  |  | W.4.5 |  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and 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. |
|  |  |  |  |  |  |  |  |  | Research to Build and Present Knowledge | |
|  | **✓** | **✓** |  |  |  |  |  | W.4.7 |  | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
|  |  | **✓** | **✓** |  |  |  |  | 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. |
|  |  |  | **✓** |  |  |  |  | W.4.9 |  | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **** |  | **✓** |  |  |  |  |  | W.4.9.a |  | Apply grade 4 Reading standards to literature (e.g., “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].”). |
|  |  | **✓** | **✓** |  |  |  |  | W.4.9.b |  | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
|  |  |  |  |  |  |  |  |  | Range of Writing | |
| **X** | **X** | **X** | **X** |  |  |  |  | W.4.10 |  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**CCSS English language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 4** | |  |  | | | | | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | |
| **District Focus Standards By Quarter** | | | | | |  |  |  | **Language** | | |  |
| Qtr  1 | Qtr  2 | Qtr  3 | | Qtr  4 |  |  |  |  |  | Conventions of Standard English | | |
| **X** | **X** | **X** | | **✓** |  |  |  |  | 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 am walking; I will be walking) verb tenses. | |
|  | **✓** |  | |  |  |  |  |  | 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). | |
| **** |  |  | |  |  |  |  |  | L.4.1.e |  | Form and use prepositional phrases. | |
| **** | **✓** |  | |  |  |  |  |  | L.4.1.f |  | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* | |
|  |  | **✓** | |  |  |  |  |  | L.4.1.g |  | Correctly use frequently confused words (e.g., to, too, two; there, their).\* | |
| **X** | **X** | **X** | | **X** |  |  |  |  | L.4.2 |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
|  |  | **✓** | |  |  |  |  |  | L.4.2.a |  | Use correct capitalization. | |
| **** |  | **✓** | |  |  |  |  |  | L.4.2.b |  | Use commas and quotation marks to mark direct speech and quotations from a text. | |
|  | **✓** | **✓** | |  |  |  |  |  | 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. | |
|  |  |  | |  |  |  |  |  |  | Knowledge of Language | | |
| **X** | **X** | **X** | | **X** |  |  |  |  | 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). | |
|  |  |  | |  |  |  |  |  |  | Vocabulary Acquisition and Use | | |
| **X** | **X** | **X** | | **X** |  |  |  |  | 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 key words and phrases. | |
| **X** | **X** | **X** | | **X** |  |  |  |  | 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). | |
| **X** | **X** | **X** | | **X** |  |  |  |  | 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). | |

**CCSS English language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 4** | |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | |
|  |  |  |  |
| **District Focus Standards By Quarter** | | | | |  |  |  | **Speaking & Listening** | | |
| Qtr  1 | Qtr  2 | Qtr  3 | Qtr  4 |  |  |  |  |  | Comprehension and Collaboration | |
| **** | **X** | **X** | **X** |  |  |  |  | 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. |
|  | **✓** | **✓** |  |  |  |  |  | 4.SL.1.a |  | Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
|  |  |  | **✓** |  |  |  |  | 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| **** |  |  | **✓** |  |  |  |  | SL.4.1.d |  | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|  |  | **✓** |  |  |  |  |  | SL.4.2 |  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
|  |  | **✓** |  |  |  |  |  | SL.4.3 |  | Identify the reasons and evidence a speaker provides to support particular points. |
|  |  |  |  |  |  |  |  |  | Presentation of Knowledge and Ideas | |
|  | **✓** | **✓** | **✓** |  |  |  |  | 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. |
|  |  |  | **✓** |  |  |  |  | SL.4.5 |  | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. |
|  |  |  | **✓** |  |  |  |  | SL.4.6 |  | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |