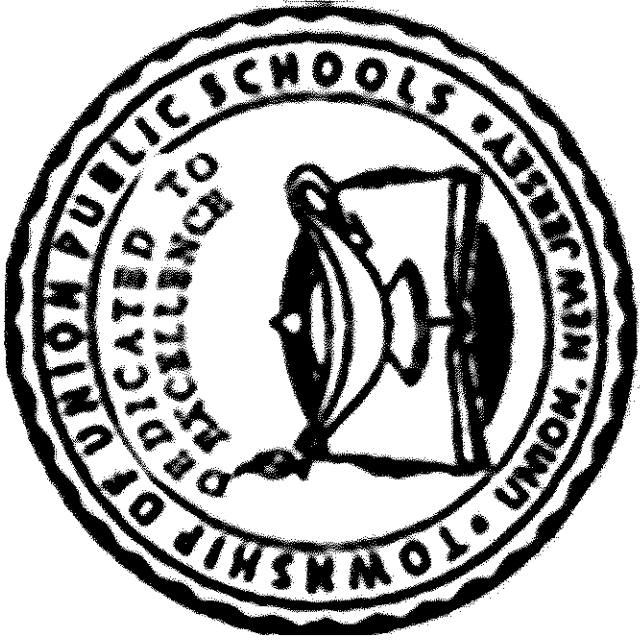


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TOWNSHIP OF UNION PUBLIC SCHOOLS



Language Arts Grade 4

Units 1- 4

Curriculum Guide

December 2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Pacing Guide

Content	Number of Days
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 Extended Text • 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Opinion Writing • Research • Routine Writing 	Task Types: <ul style="list-style-type: none"> • Small and whole group discussions 	These standards are embedded within the writing process
<u>Unit 2</u>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 Extended Text • 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Research/Informative • Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	<p>These standards are embedded within the writing process</p>
<p>Unit 3</p>	<p>Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9</p>	<p>Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10</p>	<p>Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6</p>	<p>Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Narrative • Literary Analysis • Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> • Present in small groups and to whole class 	<p>These standards are embedded within the writing process</p>
<p>Unit 4</p>	<p>Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.5 RI.4.5</p>	<p>Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9</p>	<p>Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6</p>	<p>Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6</p>

<p>Suggested Open Educational Resources</p>	<p>RL.4.6 RL.4.6 RL.4.10 RL.4.10</p>	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> Research Informative and Explanatory Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> Debates Present in small groups and to whole class 	<p>Reading</p> <ul style="list-style-type: none"> North Carolina-4th Gr. ELA Unpacking the Standards PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency Packet <p>Writing/Language</p> <ul style="list-style-type: none"> Brainstorm before Writing Conferencing Video Narrative Lessons Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Graphic Organizers Vocabulary Context Clues Word Usage Grammar and Usage Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice <p>Speaking & Listening</p> <ul style="list-style-type: none"> Collaborative Discussions Video Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report <p>Critical Thinking</p> <ul style="list-style-type: none"> Current Event Lessons Smithsonian Tween Tribune Newsela Critical Thinking Handbook Critical Thinking Lessons in Literacy Whole Brain Teaching Video Critical Thinking Lesson Plans <p>These standards are embedded within the writing process</p>
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Unit 1 Grade 4		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RL.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RL.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> Determine the meaning of words and phrases in a text Identify words that allude to mythological characters (ie: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.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.	<p>RL.4.6:</p> <ul style="list-style-type: none"> Identify the narrator's point of view Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view <p>RI.4.6:</p> <ul style="list-style-type: none"> Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate	<ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Read grade-level poetry and prose aloud accurately Use an appropriate rate and expression when reading aloud

<p>rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards and Skills	
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.4.1.D. Provide a conclusion related to the opinion presented.</p>	<ul style="list-style-type: none"> Distinguish fact from opinions Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc) Group supporting details to support the writer's purpose Introduce a topic or text clearly State an opinion to be supported with evidence Write a thesis statement to focus the writing Logically order reasons that are supported by facts Support the opinion with facts and details from texts or other sources Use transitional words and phrases to connect opinions to reasons Write a conclusion related to the opinion presented
<p>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.)</p>	<ul style="list-style-type: none"> Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Unpack writing purpose (the writer's designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> Use digital tools Use technology for producing and publishing writing, and collaborating with others Demonstrate proficiency in keyboarding skills Type at least one page in a single setting
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> Research a topic through investigation of the topic Explore a topic in greater detail by developing a research question that helps bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims Group like ideas to organize writing
<p>W.4.10. Write routinely over extended time frames (time for research, reflection,</p>	<ul style="list-style-type: none"> Produce numerous pieces of writing over various time frames

<p>metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 1 Speaking and Listening Standards</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>Unit 1 Language Standards</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking</i>; <i>I will be walking</i>) verb tenses.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks <p>Unit 1 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify and define relative pronouns • Use appropriate relative pronouns and relative adverbs when writing or speaking • Identify progressive verb tenses in sentences • Select the appropriate verb tense to use when writing or speaking
<p>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.</p> <p>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.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> • Identify rules for capitalization • Apply capitalization rules consistently • Spell grade-appropriate words correctly • Use references as needed to aid in spelling <ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words

<p>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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary
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Unit 1 Grade 4 Township of Union Instructional Unit
District/School Summative Assessment Plan

<ul style="list-style-type: none"> • Writing conferences • Graphic organizers • Peer editing and self-assessments • Think-Pair-Share • Exit tickets • Unit tests • Quizzes • Summaries/Reflections • Text dependent questions 	<ul style="list-style-type: none"> • Edconnect • I-ready diagnostics • End of unit tests • Quarterly writing • Projects
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District/School Texts

<ul style="list-style-type: none"> • Treasures: <i>My Diary from Here to There</i> <i>The Adventures of Ali Baba Bernstein</i> <i>Kid Reporters at Work</i> <i>The Astronaut and the Onion</i> <i>Because of Winn Dixie</i> <i>My Brother Martin</i> <i>Mighty Jackie</i> Novel: <i>Tales of a Fourth Grade Nothing</i> 	<p align="center">District/School Supplementary Resources</p> <ul style="list-style-type: none"> • Storyworks • Common Core Writing to Texts • Grade Level Writing Guide • Flocabulary • Strategies for Writers • Websites www.flocabulary.com www.storyworks.com www.readworks.org www.parcconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com
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www.eduplace.com/graphicorganizer
 www.funbrain.com
 www.teacherspayteachers.com
 www.abcya.com
 www.edpuzzle.com

District/School Writing Tasks

Secondary Focus

- Writing to one text
- Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)
- Storyworks paired texts

Primary Focus Informative

Examples:

- Tell about someone you admire and describe the qualities that you like about them.
- What kind of job would you like to do? Describe the occupation and why you chose it.
- Favorite character from book/story (character traits)
- Favorite Season
- Favorite Holiday

Routine Writing

- RAPP writing method for extended constructed responses
- Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)
- Everyday responses during class.

Instructional Best Practices and Exemplars

-IDR Books

-Leveled Readers

-Mentor Texts:

- Trumpet of the Swan by E.B. White
- Stone Fox by John Reynolds
- Because of Winn Dixie by Kate DiCamillo
- Amazing Grace by Mary Hoffman
- The Relatives Came by Cynthia Rylant
- Tar Beach by Faith Ringgold
- The True Story of the Three Little Pigs by Jon Scieszka
- Chrysanthemum by Kevin Henkes
- A Chair for my Mother by Vera B. Williams
- Stand Tall, Molly Lou Melon by David Catrow
- The Brand New Kid by Katie Couric

• How Many Days to America? A Thanksgiving Story by Eve Bunting

Unit 2 Grade 4		
Unit 2 Reading Critical Knowledge and Skills		
<p>Unit 2 Reading Standards</p> <p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
<p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p>	<p>RL.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
	<p>RL.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.</p>	<ul style="list-style-type: none"> • Read text closely to identify key details • Explain how or why historical events, scientific ideas or “how to” procedures happened • Use the text to support their answers
	<p>RL.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
	<p>RL.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.</p>	<ul style="list-style-type: none"> • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

	<p>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.</p>	<ul style="list-style-type: none"> Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text
	<p>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.</p>	<ul style="list-style-type: none"> Analyze information presented in various formats to identify the key details Understand what is heard, viewed, or presented through various media formats to help make meaning of the text Explain how the information presented in various formats aids to the overall meaning
	<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> Identify reasons and evidence an author uses to support a claim Describe how an author uses proof to support a point in the text
	<p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> Read two texts closely on the same subject to identify key details Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>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.</p>	<ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards		
Unit 2 Writing Critical Knowledge and Skills		

<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Introduce a topic clearly ● Compose a clear thesis statement ● Group related information in paragraphs and sections ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information using words and phrases ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>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.</p>	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories ● List the sources used
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 2 Speaking and Listening Standards</p>	
<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>	

<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
<p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 2 Language Standards	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.C. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</p> <p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p>Unit 2 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> ● Identify and define modal auxiliaries ● Use the appropriate modal auxiliary to convey various conditions ● Identify adjectives in sentences to determine their purpose ● Place adjectives in conventional order when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify the format for marking direct speech and quotations ● Apply the rules for marking direct speech and quotations when writing ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A. Choose words and phrases to convey ideas precisely</p> <p>L.4.3.B. Choose punctuation for effect</p>	<ul style="list-style-type: none"> ● Select the most precise word to convey ideas ● Select punctuation to create effect in writing ● Use formal English and informal English in the appropriate settings

<p>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)</p> <p>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.</p> <p>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.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words <ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary
<p>Unit 2 Grade 4 Township of Union Instructional Unit</p>	
<p>District/School Formative Assessment Plan</p>	
<ul style="list-style-type: none"> • Writing conferences • Graphic organizers • Peer editing and self-assessments • Think-Pair-Share • Exit tickets • Unit tests • Quizzes • Summaries/Reflections • Text dependent questions 	<p>District/School Summative Assessment Plan</p> <ul style="list-style-type: none"> • Edconnect • I-ready diagnostics • End of unit tests • Quarterly writing • Projects
<p>District/School Texts</p>	
<ul style="list-style-type: none"> • Treasures: <i>Making a Splash</i> <i>Wild Horses</i> <i>Mystic Horse</i> <i>When I Went to the Library</i> <i>Dear Mrs. LaRue</i> 	<p>District/School Supplementary Resources</p> <ul style="list-style-type: none"> • Storyworks • Common Core Writing to Texts • Grade Level Writing Guide • Flocabulary • Strategies for Writers • Websites

Words Add Up to Success
Ranita the Frog Princess
Me and Uncle Romie

- Novels:
No Talking
Dear Mr. Henshaw

www.flocabulary.com
www.storyworks.com
www.readworks.org
www.parconline.com
www.flocabulary.com
www.achievethecore.org
www.corestandards.org
www.spellingcity.com
www.brainpop.com
www.eduplace.com/graphicorganizer
www.funbrain.com
www.teacherspayteachers.com
www.abcya.com
www.edpuzzle.com

District/School Writing Tasks

Primary Focus

- Opinion**
- Examples-
 - Should students have to wear uniforms to school?
 - Should students have homework during holiday breaks?
 - Should school cafeterias sell soda to students?
 - Should parents buy their 4th grade child a cellphone?

Secondary Focus

- Writing to one text
- Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)
- Storyworks paired texts

Routine Writing

- RAPP writing method for extended constructed responses
- Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)
- Everyday responses during class.

Instructional Best Practices and Exemplars

-IDR Books
 -Leveled Readers
 -Mentor Texts:

- The Polar Express by Chris Van Allsburg
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Various fairy tales

- Aesop's Fables
- Fly Away Home by Eve Bunting
- Bad Case of the Stripes by David Shannon
- Why Mosquitos Buzz in People's Ears by Scholastic Books Inc.
- Thunder Cake by Patricia Polacco
- Picture Day Perfection by Deborah Diesen
- The Cricket in Times Square by George Selden
- The Island of the Blue Dolphin by Scott O'Dell
- Dear Mrs. LaRue by Mark Teague

Unit 3 Grade 4		Unit 3 Reading Critical Knowledge and Skills	
Unit 3 Reading Standards			
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
<p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p>	<p>RL.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
<p>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).</p>	<p>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).</p>	<ul style="list-style-type: none"> • Read text closely, looking for key details regarding character, setting, or plot • Analyze story elements for literal and inferential meaning • Refer to the text to describe various story elements 	<ul style="list-style-type: none"> • Read text closely, looking for key details regarding character, setting, or plot • Analyze story elements for literal and inferential meaning • Refer to the text to describe various story elements
<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes 	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes

<p>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.</p>		<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text
<p>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.</p>		<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p>		<ul style="list-style-type: none"> ● Link the reading of the text to listening or viewing the same story ● Compare what was read to what was visualized and heard ● Cite textual evidence to support comparisons
<p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		<ul style="list-style-type: none"> ● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature ● Analyze how the theme is presented in the text ● Analyze the influence of culture on similar themes
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards		
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<ul style="list-style-type: none"> ● Compose a story hook to engage the reader ● Establish the story's background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow

<p>W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single sitting
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 3 Speaking and Listening Standards</p>	
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p> <ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the

<p>information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<p>roles of participant, leader, and observer</p> <ul style="list-style-type: none"> Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> Identify the key points and supporting details of a text presented orally Restate the key information from a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> Report on a topic or text, telling a story, or recounting an event in an organized, logical manner Present information orally and in coherent, spoken sentences Use an appropriate pace when presenting Present and logically support personal opinions
<p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks
<p>Unit 3 Language Standards</p>	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.E. Form and use prepositional phrases.</p> <p>L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<p>Unit 3 Language Critical Knowledge and Skills</p> <ul style="list-style-type: none"> Recognize the purpose and function of prepositional phrases Identify prepositions and prepositional phrases when reading Use prepositional phrases in writing Identify the components of complete sentences Consistently write in complete sentences Distinguish complete sentences, fragments, and run-on sentences Revise fragments and run-ons to form complete sentences
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> Identify coordinating conjunctions in sentences Use a comma before a coordinating conjunction in a compound sentence Spell grade-appropriate words correctly Use references as needed to aid in spelling
<p>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.</p> <p>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.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine</p>	<ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words

<p>or clarify the precise meaning of keywords and phrases</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>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).</p>	<ul style="list-style-type: none"> • Identify similes and metaphors in text • Explain the meaning of simple similes and metaphors • Identify idioms, adages, and proverbs in text • Explain the meaning of common idioms, adages, and proverbs • Determine synonyms and antonyms of words to show meaning
<p>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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary
<p>Unit 3 Grade 4 Township of Union Instructional Unit</p>	
<p>District/School Formative Assessment Plan</p>	
<ul style="list-style-type: none"> • Writing conferences • Graphic organizers • Peer editing and self-assessments • Think-Pair-Share • Exit tickets • Unit tests • Quizzes • Summaries/Reflections • Text dependent questions 	<ul style="list-style-type: none"> • Edconnect • I-ready diagnostics • End of unit tests • Quarterly writing • Projects
<p>District/School Supplementary Resources</p>	
<ul style="list-style-type: none"> • Treasures: <i>The Cricket in Times Square</i> <i>The Life and Times of the Ant</i> <i>The Power of Oil</i> <i>Ima and the Great Texas Ostrich Race</i> <i>My Brother's Flying Machine</i> <i>A Walk in the Desert</i> 	<ul style="list-style-type: none"> • Storyworks • Common Core Writing to Texts • Grade Level Writing Guide • Flocabulary • Strategies for Writers • Websites www.flocabulary.com

<p><i>Roadrunner's Dance</i> <i>Animals Come Home to Our National Parks</i></p> <ul style="list-style-type: none"> Novels: Mr. Popper's Penguins The Trumpet of the Swan 	<p>www.storyworks.com www.readworks.org www.parconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com www.eduplace.com/graphicorganizer www.funbrain.com www.teacherspayteachers.com www.abcy.com www.edpuzzle.com</p>
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District/School Writing Tasks	
<p>Primary Focus Narrative Writing Examples-</p> <ul style="list-style-type: none"> Everyone has done something that he or she will always remember. Think about a time you did something special that you will always remember. Write a story about that time. What might happen if a famous person came to visit you? Write a story detailing the event. 	<p>Secondary Focus</p> <ul style="list-style-type: none"> Writing to one text Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119) Storyworks paired texts
<p>Routine Writing</p> <ul style="list-style-type: none"> RAPP writing method for extended constructed responses Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.) Everyday responses during class. 	

Instructional Best Practices and Exemplars	
<p>-IDR Books</p> <p>-Leveled Readers</p> <p>-Mentor Texts:</p> <ul style="list-style-type: none"> <u>Owl Moon</u> by Jane Yolen <u>A Day's Work</u> by Eve Bunting <u>My Ol' Man</u> by Patricia Polacco <u>The Hello, Goodbye Window</u> by Norton Juster <u>Granddaddy's Gift</u> by Margaree King Mitchell <u>Dad, Jackie, and Me</u> by Myron Uhlerberg <u>Advice to a Frog</u> by Alice Schertle 	

- The Great Kapok Tree by Lynn Cherry
- The Legend of Bluebonnet by Tomie DePaola
- Fiona's Lunch by Teresa Bateman
- Shortcut by Donald Crews
- A Million Fish ... More or Less by Patricia McKissack

Unit 4 Grade 4		
Unit 4 Reading Critical Knowledge and Skills		
Unit 4 Reading Standards		
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RL.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RL.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL.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.	<p>RL.4.5:</p> <ul style="list-style-type: none"> • Explain the differences between poems, drama, and prose • Explain how structural elements are used to create an oral or written response to a text <p>RI.4.5:</p> <ul style="list-style-type: none"> • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

<p>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.</p>	<p>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.</p>	<p>RL.4.6: Identify the narrator's point of view</p> <ul style="list-style-type: none"> Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view <p>RI.4.6:</p> <ul style="list-style-type: none"> Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text
<p>*RI.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts Read texts with scaffolding as needed
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words 	<ul style="list-style-type: none"> Use various strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> Introduce a topic clearly Compose a clear thesis statement Group related information in paragraphs and sections Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate Purposefully select information to develop the topic Link ideas within paragraphs and sections of information using words and phrases Use transitional words and phrases Select specific language and vocabulary to convey ideas and information Provide a conclusion related to the information or explanation presented 	<ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension

<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>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.</p>	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories ● List the sources used
<p>W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>W.4.8 (Choice). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Unit 4 Speaking and Listening Standards</p>
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>

<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> • Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
<p>Unit 4 Language Standards</p>	
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their) *</p>	<ul style="list-style-type: none"> • Identify words that are frequently confused when reading • Use frequently confused words correctly in writing
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
<p>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.</p> <p>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.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions,</p>	<ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics

<p>emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary
Unit 4 Grade 4 Township of Union Instructional Unit	
District/School Formative Assessment Plan	
<ul style="list-style-type: none"> • Writing conferences • Graphic organizers • Peer editing and self-assessments • Think-Pair-Share • Exit tickets • Unit tests • Quizzes • Summaries/Reflections • Text dependent questions 	<ul style="list-style-type: none"> • Edconnect • I-ready diagnostics • End of unit tests • Quarterly writing • Projects
District/School Summative Assessment Plan	
District/School Supplementary Resources	
<ul style="list-style-type: none"> • Treasures: <ul style="list-style-type: none"> <i>At Home in the Coral Reef</i> <i>Adelina's Whales</i> <i>Leah's Pony</i> <i>The Gold Rush Game</i> <i>Taking the Lead</i> <i>Snowflake Bentley</i> <i>How Ben Franklin Stole the Lightning</i> • Novel: <ul style="list-style-type: none"> <i>The Tale of Despereaux</i> 	<ul style="list-style-type: none"> • Storyworks • Common Core Writing to Texts • Grade Level Writing Guide • Flocabulary • Strategies for Writers • Websites <ul style="list-style-type: none"> www.flocabulary.com www.storyworks.com www.readworks.org www.parconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com www.eduplace.com/graphicorganizer www.funbrain.com www.teacherspayteachers.com www.abcya.com www.edpuzzle.com

District/School Writing Tasks

**Primary Focus
Informative and Explanatory
Examples-**

- Suppose you could have any animal in the world for a classroom pet. Research a pet that you think would make a great classroom pet. Explain why your choice is best using evidence you found during your research.
- Most of us have a special place we like to go. Research a special place where you would like to visit. Explain why you like to go to that special place using evidence you found during your research.

Secondary Focus

- Writing to one text
- Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)
- Storyworks paired texts

Routine Writing

- RAPP writing method for extended constructed responses
- Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)
- Everyday responses during class.

Instructional Best Practices and Exemplars

-IDR Books

-Leveled Readers

-Mentor Texts:

- Stone Soup by Ann McGovern
- Button Soup by Doris Orgel
- The True Story of the Three Little Pigs by Jon Scieszka
- Crazy Hair Day by Barney Saltzberg
- Aesop's Fables
- Fly Away Home by Eve Bunting
- Train to Somewhere by Eve Bunting
- Jumanji by Chris Van Allsburg
- Sleeping Ugly by Jane Yolen
- The Magic Fish by Freya Littledale
- Turtle Tide by Stephen R. Swinburne
- National Geographic Readers: Cats vs. Dogs
- Enemy Pie by Derek Munson