Eagleswood Township Elementary School District
English Language Arts Curriculum
Grade 4

Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Informative/explanatory, opinion, and narrative texts vocabulary and word study, Grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme	**40 days**
Unit 2: Informative/explanatory, research, and narrative texts, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme	**45 Days**
Unit 3: Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarizing, support opinions	**45 Days**
Unit 4: Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, poems, story elements, text features,	**45 Days**

grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarize, research informational texts and write an article.	

Core materials:
Pearson *ReadyGen*
HMH *Read 180*
Classroom Novels

Correlation Key		
<mark style="background-color: yellow">**Holocaust**</mark>	<mark style="background-color: cyan">**Amistad**</mark>	<mark style="background-color: lime">**Financial Literacy**</mark>

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Unit 1:	**Duration:** September-October Approximately 40 days
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.4.2. 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).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. 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.

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.

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.
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
Follow agreed-upon rules for discussions and carry out assigned roles.
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.
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 (e.g., 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 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.
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   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.

B. Provide reasons that are supported by facts from texts and/or other sources.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

Essential Understandings	Essential Questions
● Readers implement strategies and set goals that are constantly changing. ● Everyone reads books of their choice at the appropriate level. ● Readers exhibit good reading behaviors within the classroom and while reading independently ● Students learn reasons why writers write. ● Students learn about a number of authors, looking at where, what, why and how they write.	● What strategies do readers use? ● What goals do I have to become a stronger reader? ● How do I select my "just right" book? ● How do readers develop a love for reading?● Why do writers write? ● How will studying mentor texts improve my writing? ● How do the steps in the writing process lead to better quality writing?

● Students understand that writing is a process that includes prewriting, drafting, revising, editing, and publishing.	

Evidence of Student Learning

Performance Tasks	Other Assessments
● Create a flyer or poster for a third-grade classroom library, to show how to choose a "just right" book, using tips and colorful images. ● Pretend you are a published author of a book. Design a blog to share your passions, interests, and love of different genres/book series to encourage peers to develop the same love of reading. ● Students role play correct procedures for class procedures with peers.(turn and talk, stop and jot, think pair share) ● Students will create an anchor chart to list the reasons why writers write.	**Formative** ● Listening in on student conversations ● Student Performance Checklist ● Responses notebooks ● Think-Pair-Share ● Stop and Jot Post-it notes **Summative** ● Linkit skills Assessment ● End of unit *ReadyGen* Assessment **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment A ● *ReadyGen* Benchmark Assessment **Alternative** ● Reading Records Comprehension Questions ● Written Comprehension Responses ● Reading Response Journals
Knowledge and Skills	

Content	Skills
Students will... • Develop an understanding of themselves as readers • Learn to self-select appropriate texts • Set goals for themselves as readers. • Learn the expectations and routines for actively participating in a reading community. • Learn how to engage effectively in a range of collaborative discussions • Learn how to follow agreed-upon rules for discussions • Present their ideas about a topic or text using relevant facts and details to support their points • Learn how to ask and answer questions to clarify understanding of a topic under discussion • Recognize the differences among books that entertain, inform, and persuade • Develop habits of mind for engaging with a variety of complex texts • Apply self-monitoring skills • Determine the meaning of challenging vocabulary words and phrases in a text • Ask and answer questions to demonstrate understanding of a text • Refer to details and examples in a text to determine a theme and or inferences from a text.	*Students will be able to …* • Discuss how reading time is a time for them to learn and grow as readers • make connections to texts through their personal and reading community experiences and how this will deepen their understanding and ability to talk about the texts they read • select appropriate texts for independent reading and monitor for understanding and enjoyment • "stop and jot" to activate their schema, generate questions, and highlight important information, to notate their thinking in preparation for discussions • monitor for meaning at text, paragraph, and word level and to use "fix-up" strategies when meaning breaks down • engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation • establish a Reading Notebook and to notate and reference their thinking about texts • infer themes in fiction texts and provide specific evidence from the text to support their points when engaged in conversations • reflect upon their reading habits to improve their reading

● Build knowledge of various topics, genres, authors, and purposes for writing ● Read like writers and write everyday ● Engage in daily discussions about text and read what they write ● Write in writing notebook while considering the text type and purpose ● Write about different ideas ● Use primary and secondary sources to gather information and collect their ideas ● Become immersed in their ideas and topics as they read, research, discuss, and write ● Draft, revise, edit, and publish their writing ● Reflect on their writing	● infer key ideas in texts and discuss with members in their reading communities ● learn strategies for purposeful talk in partnerships create mental images based upon the descriptions in the text in order to enhance their understanding and recall important events ● learn how to utilize story elements and writer's craft techniques to deepen understanding of citation texts ● learn how to infer or draw conclusions about big ideas or themes in poems ● learn how to use nonfiction text features to determine what is important and identify key ideas ● Preview mentor texts and think about the writer behind the words ● Discuss key ideas to understand how writers work ● Observe and listen to the world and record what they see, hear, and feel ● Learn to "read like writers" ● Identify small moments and experiences in their life and write about their memories ● Use strategies to "write small" ● Choose a topic keeping their audience and purpose in mind

| | ● Organize their writing in a chronological structure |
| | ● Add dialogue and internal thinking to their writing |

Instructional Plan

Suggested Activities	**Resources**
Students will discuss roles and responsibilities of reading workshop. Take a tour of the classroom library. Establish special places to read independently.	Anchor chart, student reading notebooks, "The Library of My Dream" by E.D Woodworth, "What Do I Include in My Reading Notebook?"
<mark>Students will discuss the role of reading in their present and future lives. Ask what careers require some skill with reading/writing/ listening/ speaking?</mark>	Students create a chart of the areas within the Language Arts. Then place careers or jobs they may like to have under all areas that apply.
Students will create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article to reinforce inferencing skills.	"What a Pro Knows: Bubble Science" by Carly Schuna, "Discussing our Reading", "Comprehension Strategy", reader's notebook, student performance checklist for conferencing, create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article.
Students will work collaboratively to create class anchor charts highlighting important reading strategies students will be utilizing during reading workshop. Initial strategies are: Stop and Think, Turn and Talk, Stop and Jot, etc. These charts will be updated as strategies are taught.	Mentor text, "Tomas and the Library Lady", student performance checklist for conferencing, "Examining My Reading Habits: Setting Goals", Appendix 2, "My Reading

	Goals", "My Reading Life at Home", reader's notebook, anchor charts
Students will work collaboratively to create a class bulletin board of the reading comprehension skills: text and genre features/structures, use schema, make connections, question, visualize, make inferences, make predictions, determine importance, synthesize, monitor and repair meaning, and vocabulary and word meaning.	Anchor charts, markers, reader's notebooks
Students will mark pages in mentor text or independent text to focus on character development. They will then create or sketch a visual representation in their reader's notebook of their main character.	Mentor texts, independent texts, reader's notebook, colored pencils

websites:

www.readworks.org

www.readinga-z.com

www.newsela.com

Suggested Options for Differentiation

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*For additional modifications and accommodations, see below

English Language Learners

- Accountable talk stems
- Chunk text
- graphic organizers
- plan write with teacher or strong student
- Preview lesson
- Provide extra time
- Pre-teach vocabulary

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice Board to extend learning
- Expand their reading book shelf (variety of genre)
- Reader Response Extension

Basic Skills/Economically Disadvantaged

- Accountable talk stems
- Chunk text
- Summarize as you go
- Preview lesson
- Provide extra time
- Pre-teach vocabulary

- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Activate schema
- Highlight key words

Special Education

- Follow all IEP modifications
- Read aloud texts above their independent reading levels
- Allow writing ideas to be given orally or dictated
- Allow extra time to complete assignments or tests
- Work in a small group
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Unit 2:	Duration: November-January Approximately 45 days
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.4.2. 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).	
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.4.5. 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.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A.   Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B.   Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E.   Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

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.

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].").

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").

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A.   Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

B.   Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

E.   Form and use prepositional phrases.

F.   Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A.   Use correct capitalization.

B.   Use commas and quotation marks to mark direct speech and quotations from a text.

C. Use a comma before a coordinating conjunction in a compound sentence.

D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A.   Choose words and phrases to convey ideas precisely.

B.   Choose punctuation for effect.

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).

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.

A.   Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

B.   Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A.	Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

B.	Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

1.1.5.C.4 Explain the function of sensory recall and apply it to character development.

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Essential Understandings	Essential Questions
- Students understand that extensive details are necessary to make an accurate depiction of a character, setting, and plot. - Students understand that recognizing the theme is important to comprehending what is read. - Students understand that reading traditional literature will deepen their cultural understanding.	- How does text evidence help the reader describe the characters, setting or events? - Why is the theme important to the meaning of the text? - What do we learn about a specific culture by reading their traditional literature?

Evidence of Student Learning	

Performance Tasks	Other Assessments
- Pretend you are a writer for a magazine that will go out to third grade classrooms. The magazine is teaching others about the fiction genre and its components. Each student will write an article that depicts an element or concept of the fiction genre to create a "classroom magazine". Include factual information and text exam - Students will create a book review on google docs that shows their understanding of fiction elements including character traits, problem/solution, theme, etc.	**Formative** - Classroom Observation - Student Performance Checklist - Responses notebooks - Think-Pair-Share **Summative** *ReadyGen* Reading Quizzes/Tests *ReadyGen* Unit test - Linkit skills assessment

	Benchmark ● *HMH* Reading Inventory ● *Linkit* Assessment ● ReadyGen Benchmark Assessment **Alternative** ● Project Rubric
Knowledge and Skills	
Content	**Skills**
Students will... ● Recognize different types and structures of fiction (fantasy, traditional, tales, and realistic) ● Identify common story elements, narrative structure, and key details in fiction texts (characters, setting, plot, conflict, and resolution) ● Understand the narrative, chronological structure of fiction (beginning, middle, and end) ● Understand how to read a dramatic play differently from a narrative fiction text ● Retell stories using story structure elements and key details and determine their central message or theme ● Compare and contrast two or more versions of the same story, ● Use comprehension strategies: activating schema, make predictions, making connections, inferencing, asking questions ● Understand differences in the points of view of characters	*Students will be able to …* ● Recognize and understand that within the fiction genre there are several types of fiction texts including realistic fiction, fantasy, and traditional literature ● Understand that fiction has a specific structure with a beginning, middle, and end ● Identify common story elements such as characters, settings, plot, conflict, and resolution ● Compare and contrast two or more versions of the same story ● Make connections with various texts ● Ask questions to help clarify thinking ● Distinguish between internal and external conflicts in fiction ● Determine the meaning of non literal or figurative language as it is used in a text ● Identify the author's tone and their emotional response to a text ● What is narrative writing? ● How can word choice and details enhance writing?

● Distinguish between external and internal conflicts in fiction and how these affect the resolution of the plot ● Use literary language to create mental images or visualize what is taking place in a text ● Determine the meaning of non-literal or figurative language as it is used in a text ● Students understand narratives are about real experiences or events using effective technique, descriptive details, and clear event sequences. ● Students use concrete words and sensory details to convey experiences and events precisely. ● Students understand their writing can improve by planning, revising, editing, rewriting, or trying a new approach ● Build knowledge or various topics, genres, authors, and purposes for writing ● Read like writers and write everyday ● Engage in daily discussions about mentor texts ● Generate ideas while considering text type and purpose	● How can writers strengthen their writing? ● Draw evidence from literary texts ● Reflect on their lives to recall significant moments or events ● Use details to describe special places connected to experiences in their lives ● Examine their own passions, interests, and desires to write about ● Add sensory details, concrete words, and personification to convey their experiences precisely ● Organize the sequence of their writing using a narrative text structure

Instructional Plan

Suggested Activities	**Resources**
Students will compare and contrast and reflect on the morals or lessons learned from two tales from two different countries to identify the difference between first and third person narration.	Venn Diagram, various texts
Students will read or act out a dramatic play as a way to demonstrate the difference between poems, drama, and	Variety of short plays

prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	
Students will create a high level descriptive word wall to support character traits to be able to differentiate between internal and external character traits.	Various texts
Students will write a reader's response to connect the theme to other texts they're reading.	Self-selected texts
Students will research specific cultures related to the text they've read and create a list of characteristics of the specific cultures. *Armistad Connection *Holocuast Connection	Various texts; Chromebooks https://www.commonsense.org/education/top-picks/best-global-and-cross-cultural-education-apps-and-websites ReadWorks.org
Students will create a story element/vocabulary quiz for other peers to identify vocabulary and story elements from their fiction unit	Various texts; story element graphic organizer
Students will create alternative titles for text they are reading, based on the theme of the story, drama or poem from details within the text as a way to show the main idea.	Self-selected texts, reader's notebooks
Students will highlight quotes, proverbs, or figurative language to make relevant connections when explaining the text and drawing inferences from the text.	Short shared texts, student self-selected texts
Students will participate in reading readers' theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the	Schoolwide Reader's Theater Scripts https://www.readinga-z.com/fluency/readers-theater-scripts/

stage directions, theatrical elements, and story construction/plot. Students will use active listening skills, expression, and movement to act out the performance. Students will discuss how these elements of acting out the script with theatrical elements help to set the scene.	http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Students will write a book blurb to persuade others to read their published writing pieces	Self-selected texts, reader's notebooks
websites: https://www.readinga-z.com/fluency/readers-theater-scripts/	Readers' Theater resources
http://www.teachingheart.net/readerstheater.htm	Readers' Theater resources

Suggested Options for Differentiation

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*For additional modifications and accommodations, see below

English Language Learners

- Build background knowledge
- Vocabulary activities
- Teach character traits
- Graphic organizer for sensory details
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Discuss theme/use examples

Gifted & Talented

- Higher level questioning
- Meet with partner to discuss ideas and reflect on their writing
- Students design questions
- Choice Board to extend learning
- Expand their reading book shelf (variety of genre)
- Reader Response Extension

Basic Skills/Economically Disadvantaged

- Chunk text

- Summarize as you go
- Preview lesson
- Provide extra time
- Graphic organizer for sensory details
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Discuss theme/use examples
- Model thinking
- Model published writing

Special Education

- Follow all IEP modifications
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow ideas to be verbalized prior to writing
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated

504

- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Unit 3:	**Duration:** February-April Approximately 45 days
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.4.2. 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).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. 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.

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.4.7. 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 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.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,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 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.4.6. 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.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

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.

L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Essential Understandings	Essential Questions
- Students understand that text structure will deepen their understanding of content. - Students understand that text features are additional information to broaden their understanding of the subject. - Students understand that reasons and evidence are essential to support an author's point of view. - Students understand that separating the main idea from supporting details is a necessary skill when giving a summary of the text. - Students will use text features in their writing to help organize their ideas and information. - Students will research a topic to develop their ideas for their writing.	- How does understanding a text's structure help me better understand its meaning? - How do visual text features help readers gain information they read? - How can readers use inductive reasoning to determine the author's purpose? - How can determining importance and summarizing help me better comprehend texts? - How do nonfiction text features help a writer organize their information in their writing? - How does primary and secondary research guide a writer's development of writing? - How do writers determine what text structure to use in their writing?

● Students will use text structures in their writing	

Evidence of Student Learning

Performance Tasks	Other Assessments
● Students will create a nonfiction slideshow in Google Slides using visual text features, based on student topic ● Students will research a topic and create a poster of nonfiction text features. ● Students will create a google slideshow utilizing primary and secondary research to publish their nonfiction topic. ● Students will pretend they are a journalist and will present their published articles in a google presentation to their publisher. ● Students will create a brochure using multimedia and common text features and text structures ● Students will write a proposal for a photographer summarizing why their new nonfiction topic should be accepted for a National Geographic article. Students will include the important key ideas and details of their topic in their summary.	**Formative** ● Analyzing Student Work ● Summaries ● Think-Pair-Share **Summative** ● ReadyGen unit Assessment ● Linkit skills assessment **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment B ● ReadyGen Benchmark Assessment **Alternative** ● Reading Records Comprehension Questions ● Written Comprehension Responses ● Reading Response Journals ● Project Rubric ● Stop & Jot Sentence Starters

Knowledge and Skills

Content	Skills
Students will... ● Read a variety of types of nonfiction, including reference, literary nonfiction, and biography	*Students will be able to …*

• Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during, and after reading to monitor and deepen comprehension • Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing • Infer an author's purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author's language choices on the meaning and tone of the text • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across texts and in various formats • Determine and pursue meaningful goals for enhancing the reading of nonfiction • Understand the characteristics and text features of nonfiction writing • Build knowledge of various topics, genres, authors, and purposes for writing a nonfiction writing piece • Read like writers and write everyday • Engage in daily discussions about text and read what they write	• Learn about the fiction genre and explore several types of fiction texts, including traditional literature and realistic fiction • Read a variety of nonfiction texts • Use knowledge of genre, text structure, and text features to support understanding • Utilize comprehension strategies • Develop unfamiliar vocabulary to deepen understanding • Provide textual evidence to support thinking • Infer an author's purpose • Summarize and synthesize main ideas • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across various formats of text • Analyze mentor texts for text features and text structure • Identify how authors use voice to connect to their audience and purpose • Explore their passions and interests to choose a topic for writing • Think about topics in which they have firsthand experience to support their primary source research
Instructional Plan	
Suggested Activities	**Resources**

Students will create a "I Have, Who Has" game to determine the meaning of general academic and domain-specific words or phrases.	Index cards, markers
Students will work in groups to identify and interpret nonfiction text features in Scholastic News by completing a graphic organizer for text features.	Nonfiction text features graphic organizer
Students will go back into their writing and add in transitional words using a common linking word/phrase handout.	Common linking word/phrase handout
Students will participate in a nonfiction scavenger hunt throughout the classroom to identify nonfiction text features and structures.	Classroom library, magazines, reference books
Students will compare and contrast a historical event to grasp the difference between firsthand and secondhand accounts using multimedia. Choose 2 or more: *Oskar and the Eight Blessings b*y Tanya Simon; Richard Simonl *Benno and the Night of Broken Glass* by James Deem https://www.youtube.com/watch?v=UJAaWbk63U4 *Kristallnacht: The Nazi Terror That Began the Holocaust* *(Holocaust Through Primary Sources)* https://www.history.com/news/kristallnacht-photos-pogrom-1938-hitler	Stated Multimedia versions of the event, Venn Diagram
Websites:	
https://blog.feedspot.com/fourth_grade_teacher_blogs/	Teacher blogs with websites
Suggested Options for Differentiation	

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

*For additional modifications and accommodations, see below

English Language Learners

- Nonfiction scavenger hunt to find text features
- Bubble Map for unfamiliar words
- Create a mini picture dictionary
- Anchor charts
- Use visual aids

Gifted and Talented

- Additional research
- Expand their reading book shelf (variety of genre)
- Reader Response Extension

Basic Skills/Economically Disadvantaged

- Create a mini picture dictionary
- Anchor charts
- Use visual aids
- Provide extra time
- Pre-teach vocabulary
- Use anchor charts as reminders of text structures and text features

Special Education

- Follow all IEP modifications
- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features

504
- Follow 504 plan
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.
- **modified** textbooks or audio-video materials.
- behavior management support.

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Unit 4:	**Duration:** May-June Approximately 45 days
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.4.2. 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).

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.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. 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.

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.4.7. 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 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.

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.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

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.

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 (e.g., 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 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.4.6. 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.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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.

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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

W.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). •

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a,RL.5.9, 6.1.5.HistoryCC.8).

Essential Understandings	Essential Questions
- Students will learn how to gain information from visual representation of science concepts. - Students will learn how to use domain-specific vocabulary words to develop a deep understanding of scientific terms.	- How do text features help readers' support their understanding of complex science concepts and information? - How does domain-specific vocabulary deepen the understanding of the concepts?

● Students will identify the steps of the scientific process to comprehend text.	● How do readers effectively use strategies to analyze scientific text?

Evidence of Student Learning	
Performance Tasks ● After reading nonfiction science texts on ecosystems, students can create a book with diagrams, drawings, and pictures to present to peers, parents, and community. ● Students will create a Google Slideshow to summarize their key ideas and findings on their topic, while using nonfiction features. ● Students will write a feature article to persuade their audience an opinion, from their research and observations of a topic. ● Students will pretend they are a graphic designer and design their feature article template including text features to present their feature article. ● Students will design a class magazine to display their published feature article that will include their motivation and opinion of the topic.	**Other Assessments** **Formative** ● Classroom Observation ● Round Robin Charts (passcharts among groups and have each add to assess understanding) ● Listening in on student conversations ● Anecdotal records ● Notebook ● Reader's Response **Summative** ● *ReadyGen* Reading Tests ● Vocabulary Assessments ● Short constructed Reading Response assessment ● Extended reading Response ● Linkit skills assessment **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment C ● *ReadyGen* Benchmark Assessment **Alternative** ● Peers score student projects

	● daily assignments ● Quick writes
Knowledge and Skills	
Content	**Skills**
Students will... ● Read a variety of types of content area texts, including nonfiction (reference and literary nonfiction), fiction, and poetry books and articles (articles describing science investigations, as well as instructions for how to create a science tool or conduct an experiment) ● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension ● Employ a repertoire of strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing ● Learn strategies for making connections among science terms to deepen understanding of key science or social studies concepts ● Use textual evidence to support thinking about reading in both conversation and writing ● Infer an author's or scientist's purpose or viewpoint ● Determine important details in texts to summarize and notate key ideas ● Determine and analyze cause and effect relationships and similarities and differences	*Students will be able to …* ● Read a variety of types of content area text ● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies to monitor and deepen understanding ● Develop unfamiliar vocabulary to deepen understanding ● Learn strategies for making connections among science terms ● Use textual evidence to support thinking about reading ● Infer an author's or scientist's purpose or viewpoint ● Summarize important details in text ● Analyze cause and effect relationships and similarities and differences ● Obtain, evaluate, and communicate information ● Analyze and interpret data ● Synthesize information across texts, visuals, illustrations, photographs, models, diagrams, and charts ● Write informative and explanatory texts about topics of study ● Write opinions in the form of a feature article providing evidence to support their point of view

- Observe their surroundings carefully, raise questions, and seek answers to questions by researching texts and/or conducting first hand investigations - Obtain, evaluate, and communicate information - Analyze and interpret data - Summarize and share findings about patterns in the natural world - Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams, and data charts) - Communicate during content understanding both orally and in writing - Write informative/ explanatory texts about their topic of study while researching and using facts develop their points - Write opinions in the form of a feature article, focusing on discipline-specific content and supporting their point of view with evidence	

Instructional Plan	
Suggested Activities	**Resources**
Students will utilize the National Geographic website or Science A to Z to interpret information visually, orally, or quantitatively to explain how the information contributes to an understanding of nonfiction science text.	Nonfiction science texts, reference materials, articles, mentor texts, presentation materials, National Geographic website, Science A to Z
Students will construct and conduct their own experiments with ecosystems.	Sample ecosystems, mentor texts
Students will create a food chain or food web using Google Slides to interpret information presented visually.	Google Slides

After reading books like *Aldo Ice Cream*, by Johana Hurwitz. and *The Kids' Allowance Book*, by AmyNathan. Each Student is Given a set of expenditure cards and 15 beans (or similar small objects). Explain that the beans represent their allowance. Allow so time to research items on the cards to see how much they cost. Student make decisions, and explain in a well developed essay, what they would purchase and why.	https://www.incharge.org/wp-content/uploads/2015/07/Teachers-Guide-Lesson-One.pdf

Suggested Options for Differentiation

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

For additional modifications and accommodations, see below

English Language Learners

- Provide additional examples
- Build background knowledge

● Chunk text ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals
Gifted and Talented ● Higher Level Questioning ● Choice Board to extend learning ● Written response extension ● Reflection/Self-Assessment ● Higher order writing skills ● Suggest compositional risks
Basic Skills/Economically Disadvantaged ● Bubble Map for unfamiliar words ● Create a mini picture dictionary ● Anchor charts ● Use visual aids ● Pre-teach vocabulary ● Provide additional examples ● Build background knowledge
Special Education ● Follow all IEP modifications ● Allow extra time to complete assignments or tests ● Work in a small group ● Build background knowledge on nonfiction topics ● Use anchor charts as reminders of text structures and text features

● Read aloud texts above their independent reading levels ● Allow answers to be given orally or dictated ● Allow ideas to be verbalized prior to writing ● Use digital text
504
● Follow 504 plan ● preferential seating. ● extended time on tests and assignments. ● reduced homework or classwork. ● verbal, visual, or technology aids. ● **modified** textbooks or audio-video materials. ● behavior management support.