

Language Arts Unit 1

Unit 1 Summary:

The primary learning goal for this unit is that the student will be able to determine the theme of a story, drama, or poem by using supporting details in the text and summarize the text. The learner will read and interpret various texts to determine point of view. The learner will read and generate text-to-text, text-to-self, and text -to- world connections. The learner will read and make inferences based on details in the text. The learner will also use evidence to support their thinking. The learner will learn and apply new vocabulary. The learner will read with sufficient accuracy and fluency to support comprehension. The learner will identify and apply phonics and word analysis skills. The learner will gain these skills through reading a whole class novel, Sign of the Beaver and other pieces of literature that relate to an overall theme of Native Americans and Making Changes.

Title of Unit	Subject Area
Introduction to Reading Literature: Native Americans/Making Changes	Language Arts-Reading

Common Core State Standards

Reading Literature

Anchor Standard: RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: 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 mythology (e.g., Herculean).

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 the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Goal: RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational

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

RF.4.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.4.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

(not applicable)

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Language

L.4.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.

L.4.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*

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

L.4.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*

L.4.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*

L.4.3c: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.4.4a: 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b: 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c: 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

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Speaking & Listening

SL.4.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: 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. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: 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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Essential Questions-Student Targets	I Can statements
<p>Reading Literature <i>How do good readers understand a story?</i> •Discovering the theme helps a reader determine the importance of the literature</p> <p><i>How do readers determine the theme of a story?</i> •Good readers can summarize the literature they have read. •Good readers support their inferences with details from the text</p> <p><i>How are similar themes, topics, and patterns of events depicted in stories, myths, and traditional literature from different cultures?</i> •Many different pieces of literature share common themes, topics, and patterns of events.</p> <p><i>Why are there differences between the text of a story/drama and a visual/oral presentation of the same literature?</i> •There are differences between the text of a story/drama and a visual/oral presentation of the same literature.</p> <p><i>How do you know you have understood what you have read?</i> •Good readers comprehend what they read.</p>	<p>Reading Literature RL.4.1 I can explain what the text says using details and examples. RL.4.1 I can draw conclusions/make inferences about a text using details and examples. RL.4.2 I can define theme (a lesson that the author is revealing (e.g. Honesty is the best policy.) RL.4.2 I can determine the theme of a text from details that retells the theme. RL.4.2 I can summarize what the text says. RL.4.3 I can describe a character in depth and locate/provide specific details from the text. RL.4.3 I can describe a setting in depth and locate/provide specific details from the text. RL.4.3 I can describe an event in depth and locate/provide specific details from the text. RL.4.4 I can use various strategies (eg. context clues, root words, affixes) to determine the meanings of words and phrases as they are used in a text. RL.4.4 I can recognize and determine the meaning of words and phrases that refer to characters found in mythology. RL.4.5 I can explain how poems, drama, and prose are structured differently from one another. RL.4.5 I can describe elements of poetry such as verse, rhythm, and meter. RL.4.5 I can describe elements of drama such as</p>

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	<p>casts, settings, descriptions, dialogue, and stage directions.</p> <p>RL.4.6 I can define first (narrator tells about her/himself; "I") and third-person (narrator tells about others "he/she/it") points of view.</p> <p>RL.4.6 I can determine a narrator or speakers point of view in a story.</p> <p>RL.4.6 I can compare and contrast the point of view from which different stories are narrated.</p> <p>RL.4.7 I can watch and hear a performance of a story or drama I've read and make connections to the text.</p> <p>RL.4.7 I can recognize moments in a performance of a story or drama I've read where specific details from the text are presented.</p> <p>RL.4.9 I can compare and contrast how similar topics and themes are presented in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.9 I can compare and contrast how similar patterns of events are presented in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.10 I can explain which portions of a text I understand and which portions I don't.</p> <p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences,</p> <p>RL.4.10 I can locate portions of a text that are difficult for me.</p> <p>RL.4.10 I can list questions, as I have about a text and ask for help in order to understand</p>
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<p>Speaking and Listening</p> <p><i>How can I be an important part of the discussion?</i></p> <ul style="list-style-type: none">• Good discussion leads to wider understanding and deeper thinking. <p><i>Why do you need to give reasons and evidence for your speaking points?</i></p> <ul style="list-style-type: none">• Speakers provide reasons and evidence to support their comments. <p><i>How should you organize your stories, reports, recounts of experiences, and/or speeches so your audience best understands your message?</i></p> <ul style="list-style-type: none">• Stories, reports, recounts of experiences, and speeches need to be logically organized. <p><i>What are ways audio recordings and visual displays used in presentations to help clarify?</i></p> <ul style="list-style-type: none">• Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented. <p><i>What do good speakers sound like?</i></p>	<p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text.</p> <p>Reading Fundamentals</p> <p>RF.4.3 I can read multi-syllable words.</p> <p>RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>RF.4.3a I can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF.4.4 I can read grade level or independent level text aloud with fluency and understanding.</p> <p>RF.4.4a I can read stories aloud clearly and at a steady pace when asked to do so in class.</p> <p>RF.4.4a I can understand what I have read aloud.</p> <p>RF.4.4b I can read prose and poems aloud clearly and at a steady pace when asked to do so in class</p> <p>RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>
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<ul style="list-style-type: none">• When speaking, use proper English based on situation. <p>Reading Foundational</p> <ul style="list-style-type: none">• <i>What strategies do good readers use to read unfamiliar words?</i><ul style="list-style-type: none">• Good readers use strategies for reading multisyllabic words• <i>What do good readers sound like?</i><ul style="list-style-type: none">• Good readers read with accuracy, appropriate rate and expression.	<p>Speaking and Listening</p> <p>SL.4.1b I can follow established rules for class discussions.</p> <p>SL.4.1c I can participate in conversations by posing and responding to specific questions.</p> <p>SL.4.1d I can retell key ideas presented in a discussion or group activity.</p> <p>SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p> <p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video.</p> <p>SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation</p> <p>SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p> <p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas.</p> <p>SL.4.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p> <p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>
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<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none">• A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling.• Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How can I make my message the most effective for this context?</i></p> <ul style="list-style-type: none">• The way language is used changes for different contexts and purposes. <p><i>How do you determine the meaning of unknown words and phrases when reading?</i></p> <ul style="list-style-type: none">• Multiple strategies may be used to determine the meaning of unknown words and phrases. <p><i>How do you increase your vocabulary?</i></p>	<p>Reading Foundational</p> <p>RF.4.3 I can read multi-syllable words.</p> <p>RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>RF.4.3a I can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF.4.4 I can read grade level or independent level text aloud with fluency and understanding.</p> <p>RF.4.4a I can read stories aloud clearly and at a steady pace when asked to do so in class.</p> <p>RF.4.4a I can understand what I have read aloud.</p> <p>RF.4.4b I can read prose and poems aloud clearly and at a steady pace when asked to do so in class</p> <p>RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>
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<ul style="list-style-type: none">• It's necessary to increase your vocabulary throughout life. <p><i>How does using figurative language enhance writing?</i></p> <ul style="list-style-type: none">• Using figurative language in writing connects the audience; makes writing more interesting.	<p>Language</p> <p>L.4.4a I can determine the meaning of a word or phrase by looking for context clues.</p> <p>L.4.4c I can determine the definition of a word or phrase I'm unsure of by using a reference material.</p> <p>L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5c: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6 I can learn and use vocabulary terms specific to a topic I'm learning.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise actions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise emotions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise states of being.</p>
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<p>Academic Vocabulary</p> <p><u>Prerequisite:</u> themes, topics, drama, poetry, stories, affixes, prefixes, suffixes, accuracy, expression, prose, understanding, context, poetry, purpose, word recognition,</p> <p><u>New:</u> character trait, conflict, examples, inferences, resolution, story elements, summary, patterns of events, specific descriptions and directions, text of a story of drama, visual or oral presentation, text complexity, letter-sound correspondence, morphology, multisyllabic words, roots, syllabication patterns, main idea</p>	<p>Student Vocabulary</p> <p><u>Week 1:</u> puncheon, proprietors, passel, expedition, deprived, endure, defiance, rigid, savage, scorning (Sign of the Beaver)</p> <p><u>Week 2:</u> suspicion, identity, disdainful, puny, envious, indignant, inspiration, immense, hideously, pungent (Sign of the Beaver)</p> <p><u>Week 3:</u> discarded, flaunting, forfeit, ordeal, manitou, boisterous, medabe, ventured, knock, clamor (Sign of the Beaver)</p> <p><u>Week 4:</u> prepare, lodge, journey, streamed, seldom (Gluskabe and the Snowbird)</p> <p><u>Week 5:</u> opportunities, border, unions, strikes, citizen, boycotts (My Diary from Here to There)</p> <p><u>Week 6:</u> skyscrapers, collage, barbeque, glorious, strutting, swarms (Me and Uncle Romie)</p>
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Language Arts Unit 1

Phonics/Phonemic Awareness

Refer to weekly skill test used in Rebecca Sitton spelling program to guide instruction in phonics.

- **Units 1-7**

Fluency/Grammar

Fluency: The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The students will be introduced to a variety of poetry, songs, and short stories to practice reading with sufficient accuracy and fluency to support comprehension. Poems will be connected to the Native American theme.

Grammar:

Treasures Series-McGraw-Hill Grammar Practice Book

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Assessments	
<p>Formative <i>To be determined by individual classroom teacher based on class needs; possible options include the following...</i></p> <ul style="list-style-type: none"> • snowball, stoplight, think-pair-share, four corners, exit tickets, etc. <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p>	<p>Summative</p> <p>Two Part Assessment to be completed after reading Sign of the Beaver:</p> <ol style="list-style-type: none"> 1. Students will write two diary entries, taking on the role of a character from the story using correct grammar and punctuation. 2. Students will create a brochure for Sign of the Beaver which will show a clear understanding of theme, making connections, and point of view.
<p>Interim Assessments</p> <p>Week 1: Weekly quiz covering Ch. 1-9 Week 2: Weekly quiz covering Ch. 10-16 Week 3: Weekly quiz covering Ch. 17-25 Week 4: Summative assessment to be completed this week Week 5: Comprehension test from Treasures for <i>My Diary from Here to There</i> Week 6: Comprehension test from Treasures for <i>Me and Uncle Romie</i> Week 7: Dependent upon needs to re-teach</p>	<p>Assessment to be completed at the end of 7 weeks:</p> <ol style="list-style-type: none"> 1. Students will read a short, fictional story and answer the following questions: <ul style="list-style-type: none"> • What is the theme of this story? • List two details that support the theme. • Describe the main character of the story. • Write a summary of the story. 2. Grammar Skills
<p>Common Formative Spelling units 1 to 7 word tests and skill tests</p>	

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<p>Lesson Sequence (This is where we will attach our daily/weekly Madeline Hunter lesson plans organized according to skill)</p> <p>Introduction: Two lessons the first week of school reviewing summaries and an introduction to Sign of the Beaver</p> <p>Week 1: Read chapters 1-9 Sign of the Beaver</p> <p>Week 2: Read chapters 10-16 Sign of the Beaver</p> <p>Week 3: Read chapters in 17-25 Sign of the Beaver</p> <p>Week 4: Use summative assessment to assess skills taught while reading Sign of the Beaver. Read myths and legends from the Penobscot/Algonquian tribe (<i>Gluskabe and the Snowbird</i>).</p> <p>Week 5: Read <i>My Diary from Here to There</i> pg. 10-29 from Treasures: Work on finding the theme, make inferences, connections, and identify the author's point of view.</p> <p>Week 6: Read <i>Me and Uncle Romie</i> pg. 372-389 from Treasures: Find the theme, make inferences, connections, and identify the author's point of view.</p>	<p>Resources</p> <p><u>Sign of the Beaver</u> by Elizabeth George Speare (1 copy for each student and teacher)</p> <p><u>Thank You, Mr. Falker</u> by Patricia Polacco (1 copy per teacher)</p> <p>Sign of the Beaver Brochure Rubric</p> <p><i>Gluskabe and the Snowbird</i> by Joseph Bruchac (1 printed copy for each student and teacher)</p> <p>Treasures Basal Reading Book, Grade 4 (1 copy for each student and teacher)</p> <p>Treasures Grammar Practice Book</p> <p>Rebecca Sitton Spelling Program</p> <p>Poetry, songs, and short stories for fluency practice</p>
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Language Arts Unit 2

Unit 2 Summary:

The primary learning goal for this unit is that the student will determine the main idea of informational text and explain how it is supported by key details and will summarize the text.. The learner will refer to details when making inferences. The learner will interpret information presented visually, orally, or quantitatively. The learner will explain how an author uses reasons and evidence to support particular points in a text. The learner will learn and apply new vocabulary. The learner will read with sufficient accuracy and fluency to support comprehension. The learner will identify and apply phonics and word analysis skills. The learner will gain these skills by reading various pieces of non-fiction text which all connect to an overall theme of Making a Difference.

Title of Unit

Introduction to Reading Informational Text:
Making a Difference!

Subject Area

Language Arts-Reading

Common Core State Standards

Reading Informational Text

Anchor Standard: RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

RI.4.4: 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.4.7: 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.

Goal: RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational

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

RF.4.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.4.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

(not applicable)

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Language

L.4.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.

L.4.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*

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

L.4.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*

L.4.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*

L.4.3c: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.4.4a: 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b: 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c: 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

Language Arts Unit 2

Speaking & Listening

SL.4.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: 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. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: 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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Arts Unit 2

Essential Questions-Student Targets	I Can Statements
<p>Reading Informational</p>	<p>Reading Informational</p>
<p>•<i>How can readers use specific information from the text to explain what happened and why?</i></p>	<p>RI.4.1 I can read closely and find answers explicitly in text (right there answers).</p>
<ul style="list-style-type: none"> • Good readers use specific information from the text to explain what happened and why. 	<p>RI.4.1 I can read closely and find answers that require an inference (what I know and what I have read in the text tells me ...).</p>
<p>•<i>How do readers summarize text they have read?</i></p>	<p>RI.4.2 I can define main idea (who or what a text is mainly about)</p>
<ul style="list-style-type: none"> • Good readers can summarize the text they have read. 	<p>RI.4.2 I can determine the main idea of a text.</p>
<p>•<i>How do readers support their inferences with details from the text?</i></p>	<p>RI.4.2 I can identify key details in the text and explain how they support the main idea.</p>
<ul style="list-style-type: none"> • Good readers support their inferences with details from the text. 	<p>RI.4.2 I can write a summary stating the key points of a text.</p>
<p>•<i>How do readers use the key details to help determine the main idea of the text?</i></p>	<p>RI.4.4 I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk).</p>
<ul style="list-style-type: none"> • Finding the key details helps the reader determine the main idea of the text. 	<p>RI.4.4 I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text.</p>
<p>•<i>How do good readers determine the meanings of words and phrases while reading?</i></p>	<p>RI.4.4 I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases.</p>
<ul style="list-style-type: none"> • Good readers have strategies to determine the meanings of grade level words and phrases. 	<p>RI.4.7 I can identify and read charts, graphs, diagrams, time lines, animations, or web pages to learn about a topic.</p>
<p>•<i>What are the similarities and differences between firsthand and secondhand accounts?</i></p>	<p>RI.4.7 I can explain how charts, graphs, diagrams, time lines, animations, or web pages are helpful in learning about a topic.</p>
<ul style="list-style-type: none"> • Good readers identify and describe the similarities and differences between firsthand and secondhand accounts. 	<p>RI.4.8 I can locate reasons and evidence which support the main idea of a text.</p>
<p>•<i>What is the structure of the text?</i></p>	<p>RI.4.8 I can explain how reasons and evidence in a text support the main idea.</p>
<ul style="list-style-type: none"> • Good readers identify the structure of the text. 	<p>RI.4.10 I can locate portions of a text that I understand versus portions that I don't understand.</p>
<p>•<i>How do authors use reasons and evidence to support points in a text?</i></p>	<p>RI.4.10 I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me.</p>
<ul style="list-style-type: none"> • Good readers can explain how an author 	<p>RI.4.10 I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me.</p>

<p>Reading Foundational</p> <p>• <i>What strategies do good readers use to read unfamiliar words?</i></p> <ul style="list-style-type: none">• Good readers use strategies for reading multisyllabic words <p>• <i>What do good readers sound like?</i></p> <ul style="list-style-type: none">• Good readers read with accuracy, appropriate rate and expression.	<p>Reading Foundational</p> <p>RF.4.3 I can read multi-syllable words.</p> <p>RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>RF.4.3a I can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF 4.4 I can read grade level or independent level text aloud with fluency and understanding.</p> <p>RF.4.4a I can read stories aloud clearly and at a steady pace when asked to do so in class.</p> <p>RF.4.4a I can understand what I have read aloud.</p> <p>RF.4.4b I can read prose and poems aloud clearly and at a steady pace when asked to do so in class</p> <p>RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>

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Speaking and Listening	Speaking and Listening
<p><i>How can I be an important part of the discussion?</i></p> <ul style="list-style-type: none"> • Good discussion leads to wider understanding and deeper thinking. <p><i>Why do you need to give reasons and evidence for your speaking points?</i></p> <ul style="list-style-type: none"> • Speakers provide reasons and evidence to support their comments. <p><i>How should you organize your stories, reports, recounts of experiences, and/or speeches so your audience best understands your message?</i></p> <ul style="list-style-type: none"> • Stories, reports, recounts of experiences, and speeches need to be logically organized. <p><i>What are ways audio recordings and visual displays used in presentations to help clarify?</i></p> <ul style="list-style-type: none"> • Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented. <p><i>What do good speakers sound like?</i></p> <ul style="list-style-type: none"> • When speaking, use proper English based on situation. 	<p>SL.4.1b I can follow established rules for class discussions.</p> <p>SL.4.1c I can participate in conversations by posing and responding to specific questions.</p> <p>SL.4.1d I can retell key ideas presented in a discussion or group activity.</p> <p>SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p> <p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video.</p> <p>SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation</p> <p>SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p> <p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas.</p> <p>SL.4.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p> <p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>

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<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> • A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. • Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How can I make my message the most effective for this context?</i></p> <ul style="list-style-type: none"> • The way language is used changes for different contexts and purposes. <p><i>How do you determine the meaning of unknown words and phrases when reading?</i></p> <ul style="list-style-type: none"> • Multiple strategies may be used to determine the meaning of unknown words and phrases. <p><i>How do you increase your vocabulary?</i></p> <ul style="list-style-type: none"> • It's necessary to increase your vocabulary throughout life. <p><i>How does using figurative language enhance writing?</i></p> <ul style="list-style-type: none"> • Using figurative language in writing connects the audience; makes writing more interesting. 	<p>Language</p> <p>L.4.4a I can determine the meaning of a word or phrase by looking for context clues.</p> <p>L.4.4c I can determine the definition of a word or phrase I'm unsure of by using a reference material.</p> <p>L.4.6 I can learn and use vocabulary terms specific to a topic I'm learning.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise actions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise emotions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise states of being.</p>
<p>Academic Vocabulary</p> <p><u>Prerequisite:</u> details, ideas, events, key details, main idea, cause, information, structure, concepts, diagrams, text features, reasons, history, social studies, informational text,</p> <p><u>New:</u> concepts in historical, scientific, or technical text, examples, procedures, specific information, academic and domain-specific words or phrases, chronology, comparison, effect, problem, solution, firsthand and secondhand account, animations, charts, evidence, graphs, timelines, interactive elements on Web pages, science and technical text</p>	<p>Student Vocabulary</p> <p><u>Week 1:</u> unfair, ancestors, numerous, segregation, avoided, injustice (My Brother Martin)</p> <p><u>Week 2:</u> legendary, muttered, gaped, snickering, insult, flinched (Mighty Jackie)</p> <p><u>Week 3:</u> constitution, preamble, federal government (S.S. Cross-Curricular Week)</p> <p><u>Week 4:</u> descendents, sanctuary, threatened, fragile, habitat, emerge (Wild Horses)</p> <p><u>Week 5:</u> dismiss, interact, motivate, conceived, definition (Words Add Up to Success)</p> <p><u>Week 6:</u> decayed, fuels, electrical, globe, (The Power of Oil)</p>

Language Arts Unit 2

Phonics/Phonemic Awareness

Refer to weekly skill test used in Rebecca Sitton spelling program to guide instruction in phonics.

- **Units 8-13**

Fluency:

The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding.

The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The students will be introduced to a variety of poetry, songs, and short stories to practice reading with sufficient accuracy and fluency to support comprehension.

Grammar:

Treasures Series-McGraw-Hill Grammar Practice Book

Language Arts Unit 2

Assessments	
<p>Formative <i>To be determined by individual classroom teacher based on class needs, possible options include the following...</i></p> <ul style="list-style-type: none"> • snowball, stoplight, think-pair-share, four corners, exit slips, t-charts, KWL charts <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p>	<p>Summative</p> <p>Assessment to be completed during week 7 after all skills have been taught</p> <p>Students will read a nonfiction passage. After reading, they will be asked the following question and to complete these tasks:</p> <ol style="list-style-type: none"> 1. What is the main idea of the passage? 2. List two details that support the main idea. 3. Write a summary of the passage. 4. Vocabulary 5. Cause/Effect 6. Grammar
<p>Interim Assessments</p> <p>Week 1: Comprehension test from <i>Treasure for My Brothers Martin</i></p> <p>Week 2: Comprehension test from <i>Treasure for Mighty Jackie</i></p> <p>Week 3: Comprehension test from <i>Treasure for Making a Splash</i></p> <p>Week 4: Comprehension test from <i>Treasure for Wild Horses</i></p> <p>Week 5: Comprehension test from <i>Treasure for Words Add Up to Success</i></p> <p>Week 6: Comprehension test from <i>Treasure for The Power of Oil</i></p> <p>Week 7: Dependent upon needs to re-teach</p> <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p>	
<p>Common Formative Spelling units 8 to 13 word tests and skill tests</p>	

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<p>Lesson Sequence (This is where we will attach our Madeline Hunter daily/weekly lesson plans organized according to skill)</p> <p>Week 1: Read <i>My Brother Martin</i> pg. 140-153 from Treasures and complete accompanying activities</p> <p>Week 2: Read <i>Mighty Jackie</i> pg. 166-181 from Treasures and complete accompanying activities</p> <p>Week 3: Read <i>Making a Splash</i> pg. 192-195 from Treasures and complete accompanying activities</p> <p>Week 4: Read <i>Wild Horses</i> pg. 204-217 from Treasures and complete accompanying activities</p> <p>Week 5: Read <i>Words Add Up to Success</i> pg. 330-333 from Treasures and complete accompanying activities</p> <p>Week 6: Read <i>The Power of Oil</i> pg. 466-468 from Treasures and complete accompanying activities</p> <p>Week 7: Use week 7 to get caught up if behind, re-teach skills as necessary.</p>	<p>Resources</p> <p>Treasures Basal Reading Book, Grade 4 (1 copy for each student and teacher)</p> <p>Time for Kids Magazine</p> <p>Poetry, songs, short stories for fluency practice</p> <p>Rebecca Sitton Spelling program</p>
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Language Arts Unit 3

Unit 3 Summary:

The primary learning goal for this unit is that the student will be able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. The learner will determine the theme of a story, drama, or poem from details in the text and be able to summarize what they've read. The learner will describe in depth a character, setting, or event in a story or drama. The learner will compare and contrast the point of view from which different stories are narrated. The learner will make connections between the text of a story or drama and a visual or oral presentation of the text. The learner will gain these skills through a whole-class novel, *Charlotte's Web* by E.B. White and through other pieces of literature relating to an overall theme of Friendship.

Title of Unit

Reading Literature: Friendship

Subject Area

Language Arts-Reading

Common Core State Standards

Reading Literature

Anchor Standard: RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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 the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Goal: RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational

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

RF.4.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.4.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

(not applicable)

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Language

L.4.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.

L.4.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*

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

L.4.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*

L.4.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*

L.4.3c: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.4.4a: 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b: 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c: 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

Language Arts Unit 3

Speaking & Listening

SL.4.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: 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. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: 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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Arts Unit 3

Essential Questions-Student Targets	I Can statements
<p>Reading Literature <i>How do good readers understand a story?</i> •Discovering the theme helps a reader determine the importance of the literature</p> <p><i>How do readers determine the theme of a story?</i> •Good readers can summarize the literature they have read. •Good readers support their inferences with details from the text</p> <p><i>How are similar themes, topics, and patterns of events depicted in stories, myths, and traditional literature from different cultures?</i> •Many different pieces of literature share common themes, topics, and patterns of events.</p> <p><i>Why are there differences between the text of a story/drama and a visual/oral presentation of the same literature?</i> •There are differences between the text of a story/drama and a visual/oral presentation of the same literature.</p> <p><i>How do you know you have understood what you have read?</i> •Good readers comprehend what they read.</p>	<p>Reading Literature RL.4.1 I can explain what the text says using details and examples. RL.4.1 I can draw conclusions/make inferences about a text using details and examples. RL.4.2 I can define theme (a lesson that the author is revealing (e.g. Honesty is the best policy.) RL.4.2 I can determine the theme of a text from details that retells the theme. RL.4.2 I can summarize what the text says. RL.4.3 I can describe a character in depth and locate/provide specific details from the text. RL.4.3 I can describe a setting in depth and locate/provide specific details from the text. RL.4.3 I can describe an event in depth and locate/provide specific details from the text RL.4.5 I can explain how poems, drama, and prose are structured differently from one another. RL.4.5 I can describe elements of poetry such as verse, rhythm, and meter. RL.4.5 I can describe elements of drama such as casts, settings, descriptions, dialogue, and stage directions. RL.4.6 I can define first (narrator tells about her/himself; "I") and third-person (narrator tells about others "he/she/it") points of view. RL.4.6 I can determine a narrator or speakers point of view in a story.</p>

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	<p>RL.4.6 I can compare and contrast the point of view from which different stories are narrated.</p> <p>RL.4.7 I can watch and hear a performance of a story or drama I've read and make connections to the text.</p> <p>RL.4.7 I can recognize moments in a performance of a story or drama I've read where specific details from the text are presented.</p> <p>RL.4.10 I can explain which portions of a text I understand and which portions I don't.</p> <p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences,</p> <p>RL.4.10 I can locate portions of a text that are difficult for me.</p> <p>RL.4.10 I can list questions, as I have about a text and ask for help in order to understand</p>
<p>Reading Foundational</p> <p><i>•What strategies do good readers use to read unfamiliar words?</i></p> <ul style="list-style-type: none">• Good readers use strategies for reading multisyllabic words <p><i>•What do good readers sound like?</i></p> <ul style="list-style-type: none">• Good readers read with accuracy, appropriate rate and expression.	<p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text.</p> <p>Reading Foundational</p> <p>RF.4.3 I can read multi-syllable words.</p> <p>RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>RF.4.3aI can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF 4.4 I can read grade level or independent level text aloud with fluency and understanding.</p> <p>RF.4.4aI can read stories aloud clearly and at a steady pace when asked to do so in class.</p> <p>RF.4.4aI can understand what I have read aloud.</p> <p>RF.4.4bI can read prose and poems aloud clearly and at a steady pace when asked to do so in class</p> <p>RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>

Language Arts Unit 3

Speaking and Listening	Speaking and Listening
<p><i>How can I be an important part of the discussion?</i></p> <ul style="list-style-type: none">• Good discussion leads to wider understanding and deeper thinking. <p><i>Why do you need to give reasons and evidence for your speaking points?</i></p> <ul style="list-style-type: none">• Speakers provide reasons and evidence to support their comments. <p><i>How should you organize your stories, reports, recounts of experiences, and/or speeches so your audience best understands your message?</i></p> <ul style="list-style-type: none">• Stories, reports, recounts of experiences, and speeches need to be logically organized. <p><i>What are ways audio recordings and visual displays used in presentations to help clarify?</i></p> <ul style="list-style-type: none">• Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented. <p><i>What do good speakers sound like?</i></p> <ul style="list-style-type: none">• When speaking, use proper English based on situation.	<p>SL.4.1b I can follow established rules for class discussions.</p> <p>SL.4.1c I can participate in conversations by posing and responding to specific questions.</p> <p>SL.4.1d I can retell key ideas presented in a discussion or group activity.</p> <p>SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p> <p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video.</p> <p>SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation</p> <p>SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p> <p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas.</p> <p>SL.4.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p> <p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>

Language Arts Unit 3

Language	Language
<p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none">• A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling.• Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How can I make my message the most effective for this context?</i></p> <ul style="list-style-type: none">• The way language is used changes for different contexts and purposes. <p><i>How do you determine the meaning of unknown words and phrases when reading?</i></p> <ul style="list-style-type: none">• Multiple strategies may be used to determine the meaning of unknown words and phrases. <p><i>How do you increase your vocabulary?</i></p> <ul style="list-style-type: none">• It's necessary to increase your vocabulary throughout life. <p><i>How does using figurative language enhance writing?</i></p> <ul style="list-style-type: none">• Using figurative language in writing connects the audience; makes writing more interesting.	<p>L.4.4a I can determine the meaning of a word or phrase by looking for context clues.</p> <p>L.4.4c I can determine the definition of a word or phrase I'm unsure of by using a reference material.</p> <p>L.4.6 I can learn and use vocabulary terms specific to a topic I'm learning.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise actions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise emotions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise states of being.</p>

Language Arts Unit 3

<p>Academic Vocabulary</p> <p><u>Prerequisite:</u> themes, topics, drama, poetry, stories, affixes, prefixes, suffixes, accuracy, expression, prose, understanding, context, poetry, purpose, word recognition,</p> <p><u>New:</u> character trait, conflict, examples, inferences, resolution, story elements, summary, patterns of events, specific descriptions and directions, text of a story of drama, visual or oral presentation, text complexity, letter-sound correspondence, morphology, multisyllabic words, roots, syllabication patterns, main idea</p>	<p>Student Vocabulary</p> <p><u>Week 1:</u> (Charlotte’s Web) runt, injustice, distribute, vanished, amused, perspiration, captivity, occupation, glutton, objectionable, salutations</p> <p><u>Week 2:</u> (Charlotte’s Web) vague, unremitting, oblige, sedentary, unbearable, bestirred, solemnly, bewilderment, idiosyncrasy, sensational, spinnerets, radiant</p> <p><u>Week 3:</u> (Charlotte’s Web) stowaway, pummel, lacerate, listless, keen, schemer, magnum opus, languish, carousing, hankering, pompous, phenomenon, trifle, desolation, hallowed, tranquil, garrulous</p> <p><u>Week 4:</u> (S.S. Cross Curricular) currency, innovation, apprenticeship, entrepreneur, export, mass production, contribution,</p> <p><u>Week 5:</u> aware, peculiar, positive, selecting, consisted, advanced (Because of Winn Dixie)</p> <p><u>Week 6:</u> selfish, cranky, commotion, exasperated, specialty, famished (The Frog Princess)</p>
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Language Arts Unit 3

Phonics/Phonemic Awareness

Refer to weekly skill test used in Rebecca Sitton spelling program to guide instruction in phonics.

- **Units 14-21**

Fluency:

The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grammar:

Treasures Series-McGraw-Hill Grammar Practice Book

Language Arts Unit 3

Assessments	
<p>Formative <i>To be determined by individual classroom teacher based on class needs, possible options include the following...</i></p> <ul style="list-style-type: none"> • <i>stoplight, four corners, snowball, exit slips, etc.</i> <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p> <hr/> <p>Interim Assessments Week 1: Weekly quiz from Ch. 1-7 Week 2: Weekly quiz from Ch. 8-16 Week 3: Weekly quiz from Ch. 17-22 Week 4: Summative assessment to be completed this week Week 5: Comprehension test from Treasures for <i>Because of Winn Dixie</i> Week 6: Comprehension test from Treasures for <i>The Frog Princess</i> Week 7: Dependent upon needs to re-teach</p> <hr/> <p>Common Formative Spelling units 14 to 21 word tests and skill tests</p> <p>(This should be a <u>common assessment across the grade level</u> to promote professional learning community's conversation. This would be a grade-level check for understanding that will determine if you are able to move forward instruction or re-teach. This would be several times per skill.)</p>	<p>Summative Assessment to be completed after reading Charlotte's Web:</p> <ol style="list-style-type: none"> 1. Is this story fiction, nonfiction, drama, or poetry? What evidence from the story supports your position? (Explaining major differences between texts) 2. Illustrate a scene from the story and include a short summary (4-6 sentences) about what is happening. (Summarizing) 3. Before Charlotte dies, she whispers to Wilbur, "A spider's life can't help being something of a mess, with all this trapping and eating flies. By helping you, perhaps I was trying to lift up my life a trifle (a bit)." What does Charlotte mean when she says she was trying to life up her life?(Making inferences) 4. Describe how Fern has changed from the runty pig and ax scene to the Ferris wheel scene at the end of the book. (Character traits) <p>Assessment to be completed at the end of the unit:</p> <p>Students will read a fiction passage called "A Saturday Morning Surprise" and answer questions about character traits, inferencing, summarizing, point-of-view, and explaining major difference between genres.</p>

Language Arts Unit 3

Lesson Sequence	Resources
(This is where we will attach our Madeline Hunter daily/weekly lesson plans organized according to skill)	Charlotte's Web by E.B. White (1 copy for each student and teacher)
Week 1: Read chapters 1-8 Charlotte's Web	Treasures Basal Reading Book, Grade 4 (1 copy for each student and teacher)
Week 2: Read chapters 9-16 Charlotte's Web	
Week 3: Read chapters 17-22 Charlotte's Web	Poetry, songs, short stories for fluency practice
Week 4: Use summative assessment to assess skills taught while reading Charlotte's Web, watch Charlotte's Web DVD and compare the movie to the book. Then complete S.S. cross curricular, economic lesson plans	Rebecca Sitton Spelling program
Week 5: Read <i>Because of Winn Dixie</i> pg. in Treasures (work on theme, characters, and setting)	
Week 6: Read <i>The Frog Princess</i> pg. in Treasures (work on setting, characters, dialogue in a drama)	
Week 7: Use week 7 to get caught up if behind, re-teach skills as necessary	

Language Arts Unit 4

Unit 4 Summary:

The primary learning goal for this unit is that the student will explain how an author uses reasons and evidence to support particular points in a text. The learner will refer to details and examples in a text when making inferences. The learner will determine the main idea of a text and explain how it is supported by key details, as well as summarize the text. The learner will explain events, procedures, ideas, or concepts in informational text. The learner will describe the overall structure of a text. The learner will gain these skills through reading informational text all connected to an overall theme of habitats.

Title of Unit Introduction to Reading Informational Text: Habitats	Subject Area Language Arts-Reading
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Common Core State Standards

Reading Informational Text

Anchor Standard: RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

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

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Goal: RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational

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

RF.4.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.4.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

(not applicable)

Language Arts Unit 4

Language

L.4.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.

L.4.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*

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

L.4.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*

L.4.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*

L.4.3c: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.4.4a: 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b: 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c: 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

Language Arts Unit 4

Speaking & Listening

SL.4.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: 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. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: 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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Arts Unit 4

Essential Questions-Student Targets	I Can Statements
Reading Informational	Reading Informational
<p>•<i>How can readers use specific information from the text to explain what happened and why?</i></p>	<p>RI.4.1 I can read closely and find answers explicitly in text (right there answers).</p>
<ul style="list-style-type: none"> • Good readers use specific information from the text to explain what happened and why. 	<p>RI.4.1 I can read closely and find answers that require an inference (what I know and what I have read in the text tells me ...).</p>
<p>•<i>How do readers summarize text they have read?</i></p>	<p>RI.4.2 I can define main idea (who or what a text is mainly about)</p>
<ul style="list-style-type: none"> • Good readers can summarize the text they have read. 	<p>RI.4.2 I can determine the main idea of a text. RI.4.2 I can identify key details in the text and explain how they support the main idea.</p>
<p>•<i>How do readers support their inferences with details from the text?</i></p>	<p>RI.4.2 I can write a summary stating the key points of a text.</p>
<ul style="list-style-type: none"> • Good readers support their inferences with details from the text. 	<p>RI.4.3 I can describe the events of a moment in history after reading about it.</p>
<p>•<i>How do readers use the key details to help determine the main idea of the text?</i></p>	<p>RI.4.3 I can describe the main idea of a scientific process or discovery after reading about it</p>
<ul style="list-style-type: none"> • Finding the key details helps the reader determine the main idea of the text. 	<p>RI.4.3 I can describe the main idea of a text describing how something works.</p>
<p>•<i>How do good readers determine the meanings of words and phrases while reading?</i></p>	<p>RI.4.5 I can understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution.</p>
<ul style="list-style-type: none"> • Good readers have strategies to determine the meanings of grade level words and phrases. 	<p>RI.4.5 I can identify how a text is structured.</p>
<p>•<i>What are the similarities and differences between firsthand and secondhand accounts?</i></p>	<p>RI.4.5 I can describe how events, ideas, concepts, or information are structured in a text.</p>
<ul style="list-style-type: none"> • Good readers identify and describe the similarities and differences between firsthand and secondhand accounts. 	<p>RI.4.6 I can understand the difference between a firsthand and secondhand account of the same event or topic.</p>
<p>•<i>What is the structure of the text?</i></p>	<p>RI.4.6 I can compare and contrast a firsthand and secondhand account of the same event or topic.</p>
<ul style="list-style-type: none"> • Good readers identify the structure of the text. 	<p>RI.4.6 I can describe the differences between a firsthand and secondhand account of the same event or topic.</p>
<p>•<i>How do authors use reasons and evidence to support points in a text?</i></p>	<p>RI.4.9 I can access information from several texts about the same topic.</p>
	<p>RI.4.9 I can determine which pieces of information best support my topic.</p>
	<p>RI.4.9 I can write or speak about a topic accurately after reading several texts on the topic and include information from each source.</p>
	<p>RI.4.10 I can locate portions of a text that I understand versus portions that I don't understand.</p>
	<p>RI.4.10 I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me.</p>
	<p>RI.4.10 I can write down questions I have about a text and ask for help in order to understand</p>

Language Arts Unit 4

	portions of a text that are too difficult for me.
<p>Reading Foundational</p> <p>• <i>What strategies do good readers use to read unfamiliar words?</i></p> <ul style="list-style-type: none">• Good readers use strategies for reading multisyllabic words <p>• <i>What do good readers sound like?</i></p> <ul style="list-style-type: none">• Good readers read with accuracy, appropriate rate and expression.	<p>Reading Foundational</p> <p>RF.4.3 I can read multi-syllable words.</p> <p>RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>RF.4.3a I can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF 4.4 I can read grade level or independent level text aloud with fluency and understanding.</p> <p>RF.4.4a I can read stories aloud clearly and at a steady pace when asked to do so in class.</p> <p>RF.4.4a I can understand what I have read aloud.</p> <p>RF.4.4b I can read prose and poems aloud clearly and at a steady pace when asked to do so in class</p> <p>RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>

Language Arts Unit 4

Speaking and Listening	Speaking and Listening
<p><i>How can I be an important part of the discussion?</i></p> <ul style="list-style-type: none"> • Good discussion leads to wider understanding and deeper thinking. 	<p>SL.4.1b I can follow established rules for class discussions.</p>
<p><i>Why do you need to give reasons and evidence for your speaking points?</i></p> <ul style="list-style-type: none"> • Speakers provide reasons and evidence to support their comments. 	<p>SL.4.1c I can participate in conversations by posing and responding to specific questions. SL.4.1d I can retell key ideas presented in a discussion or group activity. SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p>
<p><i>How should you organize your stories, reports, recounts of experiences, and/or speeches so your audience best understands your message?</i></p> <ul style="list-style-type: none"> • Stories, reports, recounts of experiences, and speeches need to be logically organized. 	<p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p>
<p><i>What are ways audio recordings and visual displays used in presentations to help clarify?</i></p> <ul style="list-style-type: none"> • Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented. 	<p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video. SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p>
<p><i>What do good speakers sound like?</i></p> <ul style="list-style-type: none"> • When speaking, use proper English based on situation. 	<p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points. SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order. SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas. SL.4.4 I can speak clearly and at an understandable pace when presenting.</p>
	<p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p>
	<p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p>
	<p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>

Language Arts Unit 4

<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> • A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. • Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How can I make my message the most effective for this context?</i></p> <ul style="list-style-type: none"> • The way language is used changes for different contexts and purposes. <p><i>How do you determine the meaning of unknown words and phrases when reading?</i></p> <ul style="list-style-type: none"> • Multiple strategies may be used to determine the meaning of unknown words and phrases. <p><i>How do you increase your vocabulary?</i></p> <ul style="list-style-type: none"> • It's necessary to increase your vocabulary throughout life. <p><i>How does using figurative language enhance writing?</i></p> <ul style="list-style-type: none"> • Using figurative language in writing connects the audience; makes writing more interesting. 	<p>SL.4.1b I can follow established rules for class discussions.</p> <p>SL.4.1c I can participate in conversations by posing and responding to specific questions.</p> <p>SL.4.1d I can retell key ideas presented in a discussion or group activity.</p> <p>SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p> <p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video.</p> <p>SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation</p> <p>SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p> <p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas.</p> <p>SL.4.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p> <p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>
	<p>Language</p> <p>L.4.4a I can determine the meaning of a word or phrase by looking for context clues.</p> <p>L.4.4c I can determine the definition of a word or phrase I'm unsure of by using a reference material.</p> <p>L.4.6 I can learn and use vocabulary terms specific to a topic I'm learning.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise actions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise emotions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise states of being.</p>

Language Arts Unit 4

<p>Academic Vocabulary</p> <p><u>Prerequisite:</u></p> <p><u>New:</u></p>	<p>Student Vocabulary</p> <p><u>Week 1:</u> investigates, solitary, territory, communication, nutrients, prehistoric (The Life and Times of the Ant)</p> <p><u>Week 2:</u> shimmer, eerie, lurk, climate, silken, lumbering (A Walk in the Desert)</p> <p><u>Week 3:</u> interfere, convinced, awkward, proclaimed, agile, guardian (Roadrunner's Dance)</p> <p><u>Week 4:</u> roamed, relocated, completed, journey, natural (Animals Come Home to Our National Parks)</p> <p><u>Week 5:</u> reef, partnership, current, eventually, subtle, suburbs (At Home in the Coral Reef)</p> <p><u>Week 6:</u> rumbling, unique, encounter, dove, massive, tangles (Adelina's Whales)</p>
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Language Arts Unit 4

Phonics/Phonemic Awareness

Refer to weekly skill test used in Rebecca Sitton spelling program to guide instruction in phonics.

- **Units 22-28**

Fluency:

The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding.

The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The students will be introduced to a variety of poetry, songs, and short stories to practice reading with sufficient accuracy and fluency to support comprehension.

Grammar:

Treasures Series-McGraw-Hill Grammar Practice Book

Language Arts Unit 4

Assessments	
<p>Formative <i>To be determined by individual classroom teacher based on class needs, possible options include the following...</i></p> <ul style="list-style-type: none"> • <i>stoplight, snowball, exit slips, four corners, etc.</i> <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p>	<p>Summative</p> <p>Assessment to be completed during week 7 after all skills have been taught</p> <p>Students will read two nonfiction passages about the same topic. After reading, they will be asked the following questions and to complete these tasks:</p> <ol style="list-style-type: none"> 1. What is the main idea of the passage? 2. List 2 details that support the main idea. 3. Compare the two passages. How are they alike? How are they different?
<p>Interim Assessments</p> <p>Week 1: Comprehension test from Treasure for <i>The Life and Times of the Ant</i></p> <p>Week 2: Comprehension test from Treasure for <i>A Walk in the Desert</i></p> <p>Week 3: Comprehension test from Treasures for <i>Roadrunner's Dance</i></p> <p>Week 4: Comprehension test from Treasure for <i>Animals Come Home to Our National Parks</i></p> <p>Week 6: Comprehension test from Treasure for <i>At Home in the Coral Reef</i></p> <p>Week 6: Comprehension test from Treasure for <i>Adelina's Whales</i></p> <p>Week 7: Dependent upon needs to re-teach</p>	
<p>Common Formative Spelling units 22 to 28 word tests and skill tests</p>	

Language Arts Unit 4

<p>Lesson Sequence (This is where we will attach our Madeline Hunter daily/weekly lesson plans organized according to skill)</p> <p>Week 1: Read <i>The Life and Times of the Ant</i> pg. 440 from Treasures and complete accompanying activities</p> <p>Week 2: Read <i>A Walk in the Desert</i> pg. 546 from Treasures and complete accompanying activities</p> <p>Week 3: Read <i>Roadrunner's Dance</i> pg. 574 from Treasures and complete accompanying activities</p> <p>Week 4: Read <i>Animals Come Home to Our National Parks</i> pg. 602 from Treasures and complete accompanying activities</p> <p>Week 5: Read <i>At Home in the Coral Reef</i> pg. 614 from Treasures and complete accompanying activities</p> <p>Week 6: Read <i>Adelina's Whales</i> pg. 642 from Treasures and complete accompanying activities</p> <p>Week 7: Use week 7 to get caught up if behind, re-teach skills as necessary.</p>	<p>Resources</p> <p>Treasures Basal Reading Book, Grade 4 (1 copy for each student and teacher)</p> <p>Time for Kids Magazine</p> <p>Poetry, songs, short stories for fluency practice</p> <p>Rebecca Sitton Spelling program</p>
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Language Arts Unit 5

Unit 5 Summary:

The primary learning goal for this unit is that the learner will be able to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. The learner will be able to explain major differences between poems, drama, and prose as well as refer to the structural elements of each. The learner will be able to make inferences. The learner will determine the theme of a story, drama, or poem from details in the text and summarize the text. The learner will compare and contrast the point of view from which different stories are narrated. The learner will make connections between the text of a story or drama and a visual or oral presentation of the text. The learner will gain these skills through reading a whole class novel, *Tuck Everlasting* by Natalie Babbitt and other pieces of literature that relate to an overall theme of Friendship.

Title of Unit

Reading Literature: Fantasy

Subject Area

Language Arts-Reading

Common Core State Standards

Reading Literature

Anchor Standard: 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.4.5: 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.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.6: 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 the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Goal: RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational

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

RF.4.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.4.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

(not applicable)

Language Arts Unit 5

Language

L.4.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.

L.4.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*

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

L.4.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*

L.4.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*

L.4.3c: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.4.4a: 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b: 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c: 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

Language Arts Unit 5

Speaking & Listening

SL.4.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: 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. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: 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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language Arts Unit 5

Essential Questions-Student Targets	I Can statements
<p>Reading Literature <i>How do good readers understand a story?</i> •Discovering the theme helps a reader determine the importance of the literature</p> <p><i>How do readers determine the theme of a story?</i> •Good readers can summarize the literature they have read. •Good readers support their inferences with details from the text</p> <p><i>How are similar themes, topics, and patterns of events depicted in stories, myths, and traditional literature from different cultures?</i> •Many different pieces of literature share common themes, topics, and patterns of events.</p> <p><i>Why are there differences between the text of a story/drama and a visual/oral presentation of the same literature?</i> •There are differences between the text of a story/drama and a visual/oral presentation of the same literature.</p> <p><i>How do you know you have understood what you have read?</i> •Good readers comprehend what they read.</p>	<p>Reading Literature RL.4.1 I can explain what the text says using details and examples. RL.4.1 I can draw conclusions/make inferences about a text using details and examples. RL.4.2 I can define theme (a lesson that the author is revealing (e.g. Honesty is the best policy.) RL.4.2 I can determine the theme of a text from details that retells the theme. RL.4.2 I can summarize what the text says. RL.4.3 I can describe a character in depth and locate/provide specific details from the text. RL.4.3 I can describe a setting in depth and locate/provide specific details from the text. RL.4.3 I can describe an event in depth and locate/provide specific details from the text. RL.4.4 I can use various strategies (eg. context clues, root words, affixes) to determine the meanings of words and phrases as they are used in a text. RL.4.4 I can recognize and determine the meaning of words and phrases that refer to characters found in mythology. RL.4.5 I can explain how poems, drama, and prose are structured differently from one another. RL.4.5 I can describe elements of poetry such as verse, rhythm, and meter.</p>

Language Arts Unit 5

	<p>RL.4.5 I can describe elements of drama such as casts, settings, descriptions, dialogue, and stage directions.</p> <p>RL.4.6 I can define first (narrator tells about her/himself; "I") and third-person (narrator tells about others "he/she/it") points of view.</p> <p>RL.4.6 I can determine a narrator or speakers point of view in a story.</p> <p>RL.4.6 I can compare and contrast the point of view from which different stories are narrated.</p> <p>RL.4.7 I can watch and hear a performance of a story or drama I've read and make connections to the text.</p> <p>RL.4.7 I can recognize moments in a performance of a story or drama I've read where specific details from the text are presented.</p> <p>RL.4.9 I can compare and contrast how similar topics and themes are presented in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.9 I can compare and contrast how similar patterns of events are presented in stories, myths, and traditional literature from different cultures.</p> <p>RL.4.10 I can explain which portions of a text I understand and which portions I don't.</p> <p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences,</p> <p>RL.4.10 I can locate portions of a text that are difficult for me.</p> <p>RL.4.10 I can list questions, as I have about a text and ask for help in order to understand</p>
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Language Arts Unit 5

<p>Speaking and Listening</p> <p><i>How can I be an important part of the discussion?</i></p> <ul style="list-style-type: none">• Good discussion leads to wider understanding and deeper thinking. <p><i>Why do you need to give reasons and evidence for your speaking points?</i></p> <ul style="list-style-type: none">• Speakers provide reasons and evidence to support their comments. <p><i>How should you organize your stories, reports, recounts of experiences, and/or speeches so your audience best understands your message?</i></p> <ul style="list-style-type: none">• Stories, reports, recounts of experiences, and speeches need to be logically organized. <p><i>What are ways audio recordings and visual displays used in presentations to help clarify?</i></p> <ul style="list-style-type: none">• Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented. <p><i>What do good speakers sound like?</i></p>	<p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text.</p> <p>Reading Fundamentals</p> <p>RF.4.3 I can read multi-syllable words.</p> <p>RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>RF.4.3a I can determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>RF.4.4 I can read grade level or independent level text aloud with fluency and understanding.</p> <p>RF.4.4a I can read stories aloud clearly and at a steady pace when asked to do so in class.</p> <p>RF.4.4a I can understand what I have read aloud.</p> <p>RF.4.4b I can read prose and poems aloud clearly and at a steady pace when asked to do so in class</p> <p>RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>
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Language Arts Unit 5

<ul style="list-style-type: none">When speaking, use proper English based on situation.	<p>Speaking and Listening</p> <p>SL.4.1b I can follow established rules for class discussions.</p> <p>SL.4.1c I can participate in conversations by posing and responding to specific questions.</p> <p>SL.4.1d I can retell key ideas presented in a discussion or group activity.</p> <p>SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p> <p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video.</p> <p>SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation</p> <p>SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p> <p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas.</p> <p>SL.4.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p> <p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>
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Language Arts Unit 5

<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> • A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. • Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How can I make my message the most effective for this context?</i></p> <ul style="list-style-type: none"> • The way language is used changes for different contexts and purposes. <p><i>How do you determine the meaning of unknown words and phrases when reading?</i></p> <ul style="list-style-type: none"> • Multiple strategies may be used to determine the meaning of unknown words and phrases. <p><i>How do you increase your vocabulary?</i></p> <ul style="list-style-type: none"> • It's necessary to increase your vocabulary throughout life. <p><i>How does using figurative language enhance writing?</i></p> <ul style="list-style-type: none"> • Using figurative language in writing connects the audience; makes writing more interesting. 	<p>Language</p> <p>L.4.4a I can determine the meaning of a word or phrase by looking for context clues.</p> <p>L.4.4c I can determine the definition of a word or phrase I'm unsure of by using a reference material.</p> <p>L.4.6 I can learn and use vocabulary terms specific to a topic I'm learning.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise actions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise emotions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise states of being.</p>
<p>Academic Vocabulary</p> <p><u>Prerequisite</u>: character, trait, legend, plot, story map, fantasy, narrative text, story elements, theme, justify</p> <p><u>New</u>: adventure, mythological, Probable Passages, universal theme, conflict, mythology, resolution, verify, myth</p>	<p>Student Vocabulary</p> <p><u>Week 1</u>: (Tuck Everlasting)</p> <p><u>Week 2</u>: (Tuck Everlasting)</p> <p><u>Week 3</u>: (Tuck Everlasting)</p> <p><u>Week 4</u>: Review</p>

Language Arts Unit 5

<p>Phonics/Phonemic Awareness Refer to weekly skill test used in Rebecca Sitton spelling program to guide instruction in phonics.</p> <ul style="list-style-type: none"> • Units 28-31 	<p>Fluency: The learner will read with sufficient accuracy and fluency to support comprehension. The learner will read on-level text with purpose and understanding. The learner will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. The learner will use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Grammar: Treasures Series-McGraw-Hill Grammar Practice Book</p>
<p>Assessments</p>	
<p>Formative <i>To be determined by individual classroom teacher based on class needs, possible options include the following...</i></p> <ul style="list-style-type: none"> • snowball, stoplight, four corners, exit slips, etc. <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p>	<p>Summative Assessment to be completed after reading Tuck Everlasting:</p> <p>Projected-based assessment.</p>
<p>Interim Assessments Week 1: Weekly quiz covering Ch. Week 2: Weekly quiz covering Ch. Week 3: Weekly quiz covering Ch. Week 4: Summative assessment to be completed this week</p>	
<p>Common Formative</p> <p>Spelling units 28 to 31 word tests and skill tests</p>	

Language Arts Unit 5

<p>Lesson Sequence (This is where we will attach our Madeline Hunter daily/weekly lesson plans organized according to skill)</p> <p><u>Week 1:</u> Read chapters from Tuck Everlasting <u>Week 2:</u> Read chapters from Tuck Everlasting <u>Week 3:</u> Read chapters Tuck Everlasting <u>Week 4:</u> Watch Tuck Everlasting on DVD & compare the movie to the book; complete summative assessment</p>	<p>Resources Tuck Everlasting by Natalie Babbitt (1 copy for each student and teacher)</p> <p>Treasures Basal Reading Book, Grade 4 (1 copy for each student and teacher)</p> <p>Poetry, songs, short stories for fluency practice</p> <p>Rebecca Sitton Spelling program</p>
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Language Arts Unit 6

Unit 6 Summary:

The primary learning goal for this unit is that the learner will compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. The learner will make inferences. The learner will describe in depth a character, setting, or event in a story or drama. The learner will compare and contrast the point of view from which different stories are narrated. The learner will make connections between the text of a story or drama and a visual or oral presentation of the text.

Title of Unit

Reading Literature: Exploring Different Genres-Myths and Legends

Subject Area

Language Arts-Reading

Common Core State Standards

Reading Literature

Anchor Standard: RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: 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 mythology (e.g., Herculean).

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 the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Goal: RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational

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

RF.4.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.4.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

(not applicable)

Language Arts Unit 6

Language

L.4.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.

L.4.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

L.4.1g: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*

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

L.4.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*

L.4.3b: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*

L.4.3c: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.4.4a: 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b: 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c: 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5a: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5b: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.

Language Arts Unit 6

Speaking & Listening

SL.4.1a: 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b: 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. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c: 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. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d: 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Essential Questions-Student Targets	I Can statements
<p>Reading Literature <i>How do good readers understand a story?</i> •Discovering the theme helps a reader determine the importance of the literature</p> <p><i>How do readers determine the theme of a story?</i> •Good readers can summarize the literature they have read. •Good readers support their inferences with details from the text</p> <p><i>How are similar themes, topics, and patterns of events depicted in stories, myths, and traditional literature from different cultures?</i> •Many different pieces of literature share common themes, topics, and patterns of events.</p> <p><i>Why are there differences between the text of a story/drama and a visual/oral presentation of the same literature?</i> •There are differences between the text of a story/drama and a visual/oral presentation of the same literature.</p> <p><i>How do you know you have understood what you have read?</i> •Good readers comprehend what they read.</p>	<p>Reading Literature RL.4.1 I can explain what the text says using details and examples. RL.4.1 I can draw conclusions/make inferences about a text using details and examples. RL.4.3 I can describe a character in depth and locate/provide specific details from the text. RL.4.3 I can describe a setting in depth and locate/provide specific details from the text. RL.4.3 I can describe an event in depth and locate/provide specific details from the text. RL.4.4 I can use various strategies (eg. context clues, root words, affixes) to determine the meanings of words and phrases as they are used in a text. RL.4.4 I can recognize and determine the meaning of words and phrases that refer to characters found in mythology. RL.4.6 I can define first (narrator tells about her/himself; "I") and third-person (narrator tells about others "he/she/it") points of view. RL.4.6 I can determine a narrator or speakers point of view in a story. RL.4.6 I can compare and contrast the point of view from which different stories are narrated. RL.4.10 I can explain which portions of a text I understand and which portions I don't. RL.4.10 I can determine reading strategies</p>

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	<p>(e.g., ask questions, make connections, take notes, make inferences, RL.4.10 I can locate portions of a text that are difficult for me. RL.4.10 I can list questions, as I have about a text and ask for help in order to understand</p>
	<p>RL.4.10 I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text.</p> <p>Reading Fundamentals</p> <p>RF.4.3 I can read multi-syllable words. RF.4.3 I can determine the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. RF.4.3a I can determine the meaning of most multisyllabic words by studying their roots and affixes. RF 4.4 I can read grade level or independent level text aloud with fluency and understanding. RF.4.4a I can read stories aloud clearly and at a steady pace when asked to do so in class. RF.4.4a I can understand what I have read aloud. RF.4.4b I can read prose and poems aloud clearly and at a steady pace when asked to do so in class RF.4.4c I can correct mistakes I make or reread for clarification when I read silently or aloud.</p>

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Speaking and Listening	Speaking and Listening
<p><i>How can I be an important part of the discussion?</i></p> <ul style="list-style-type: none"> • Good discussion leads to wider understanding and deeper thinking. 	<p>SL.4.1b I can follow established rules for class discussions.</p>
<p><i>Why do you need to give reasons and evidence for your speaking points?</i></p> <ul style="list-style-type: none"> • Speakers provide reasons and evidence to support their comments. 	<p>SL.4.1c I can participate in conversations by posing and responding to specific questions.</p> <p>SL.4.1d I can retell key ideas presented in a discussion or group activity.</p> <p>SL.4.1d I can draw conclusions based on information and knowledge shared in a discussion or group activity.</p>
<p><i>How should you organize your stories, reports, recounts of experiences, and/or speeches so your audience best understands your message?</i></p> <ul style="list-style-type: none"> • Stories, reports, recounts of experiences, and speeches need to be logically organized. 	<p>SL.4.2 I can paraphrase (restate) a written text read aloud to me.</p>
<p><i>What are ways audio recordings and visual displays used in presentations to help clarify?</i></p> <ul style="list-style-type: none"> • Using audio recordings and visuals displays in presentations will help clarify the knowledge and ideas presented. 	<p>SL.4.2 I can paraphrase (restate) information presented visually, such as a photograph or video.</p> <p>SL.4.2 I can paraphrase (restate) information presented orally, such as a speech or conversation</p> <p>SL.4.2 I can paraphrase (restate) information presented quantitatively, such as a graph or chart.</p>
<p><i>What do good speakers sound like?</i></p> <ul style="list-style-type: none"> • When speaking, use proper English based on situation. 	<p>SL.4.3 I can identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience while keeping the ideas in logical order.</p> <p>SL.4.4 I can report on a topic or text, tell a story, or retell an experience using appropriate facts and details to support the main ideas.</p> <p>SL.4.4 I can speak clearly and at an understandable pace when presenting.</p> <p>SL.4.5 I can enhance presentations by incorporating multimedia and visual components.</p> <p>SL.4.6 I can understand when it is appropriate to speak informally, such as a small group discussion.</p> <p>SL.4.6 I can understand when it is appropriate to speak formally, such as when I'm presenting ideas to others</p>

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<p>Language</p> <p><i>How do writers and speakers express meaningful ideas clearly?</i></p> <ul style="list-style-type: none"> • A writer creates meaningful sentences by using the specific rules of standard English for capitalization, punctuation and spelling. • Meaningful written or spoken sentences in standard English follow specific rules for grammar (structure) and usage (form). <p><i>How can I make my message the most effective for this context?</i></p> <ul style="list-style-type: none"> • The way language is used changes for different contexts and purposes. <p><i>How do you determine the meaning of unknown words and phrases when reading?</i></p> <ul style="list-style-type: none"> • Multiple strategies may be used to determine the meaning of unknown words and phrases. <p><i>How do you increase your vocabulary?</i></p> <ul style="list-style-type: none"> • It's necessary to increase your vocabulary throughout life. <p><i>How does using figurative language enhance writing?</i></p> <ul style="list-style-type: none"> • Using figurative language in writing connects the audience; makes writing more interesting. 	<p>Language</p> <p>L.4.4a I can determine the meaning of a word or phrase by looking for context clues.</p> <p>L.4.4c I can determine the definition of a word or phrase I'm unsure of by using a reference material.</p> <p>L.4.6 I can learn and use vocabulary terms specific to a topic I'm learning.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise actions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise emotions.</p> <p>L.4.6 I can learn and use vocabulary words that describe precise states of being.</p>
<p>Academic Vocabulary</p> <p><u>Prerequisite:</u> themes, topics, drama, poetry, stories, affixes, prefixes, suffixes, accuracy, expression, prose, understanding, context, poetry, purpose, word recognition,</p> <p><u>New:</u> character trait, conflict, examples, inferences, resolution, story elements, summary, patterns of events, specific descriptions and directions, text of a story of drama, visual or oral presentation, text complexity, letter-sound correspondence, morphology, multisyllabic words, roots, syllabication patterns, main idea</p>	<p>Student Vocabulary</p> <p><u>Week 1:</u></p> <p><u>Week 2:</u></p> <p><u>Week 3:</u></p> <p><u>Week 4:</u></p>

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<p>Phonics/Phonemic Awareness Refer to weekly skill test used in Rebecca Sitton spelling program to guide instruction in phonics.</p> <ul style="list-style-type: none"> • Units 32-33 	<p>Fluency/Grammar Fluency: The students will be introduced to a variety of poetry, songs, and short stories to practice reading with sufficient accuracy and fluency to support comprehension.</p> <p>Grammar: Treasures Series-McGraw-Hill Grammar Practice Book</p>
<p>Assessments</p>	
<p>Formative <i>To be determined by individual classroom teacher based on class needs; possible options include the following...</i></p> <ul style="list-style-type: none"> • snowball, stoplight, think-pair-share, four corners <p>*Daily checks for student understanding of the skills taught will be listed in individual lesson plans.</p>	<p>Summative</p> <p>Students will read a piece of traditional literature from different cultures and compare and contrast the two pieces.</p> <p>Students will read a myth and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the genre of this story? 2. What character trait does the person in the story demonstrate? 3. A specific question relating to details in the story, in which the student will have to make an inference. 4. Think about myths, legends, and folktales. Of these three genres, tell which is your favorite. Give at least two reasons why. 5. Specific vocabulary pertaining to myths and legends.
<p>Interim Assessments Week 1: Week 2: Week 3: Week 4: Summative assessment to be completed this week</p>	
<p>Common Formative Spelling units 32 to 33 word tests and skill tests</p>	
<p>Lesson Sequence (This is where we will attach our daily/weekly Madeline Hunter lesson plans organized according to skill)</p> <p>Week 1: Read <i>Mystic Horse</i> (Legend) pg. 230 from Treasures and complete accompanying activities Week 2: Week 3: Week 4: Use summative assessment to assess skills taught</p>	<p>Resources</p> <p>Treasures Basal Reading Book, Grade 4 (1 copy for each student and teacher)</p> <p>Rebecca Sitton Spelling Program</p> <p>Poetry, songs, and short stories for fluency practice</p>