

Grade 4 ELA: Qtr 1

During the periods of genre studies, students will be learning about the genre and its characteristics and reading within that genre, but they are also expected to have a book of their choice to read at all times. The book does not need to fall within the genre of study.

Activity/Week	1	2	3	4	5	6	7	8	9
<p>Reading Deep Structures</p> <ul style="list-style-type: none"> Literature Informational Text Comprehension Strategies <p>RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9, RL10 RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)</p>	<p>Weeks 1-2 Metacognition</p> <p>Narrative Elements RL4.3: 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). <i>I can provide an in-depth description of a character, setting, or event in a story or drama, by drawing on specific details in the text.</i></p> <p>Narrative Text Structure RL4.5: 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.* <i>I can explain the major differences between poems, drama and prose and reference the structural elements of poems (e.g.,</i></p>		<p>Weeks 3-6 Monitoring for Meaning</p> <p><i>Mentor Text: Water Dance by T. Locker</i></p> <p>Summarizing RL4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. <i>I can state the theme of a piece of literature and provide a summary of the text.</i></p> <p>Main Idea and Details RI4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>I can state the main idea of a text. I can give a summary using the main ideas supported by key details.</i></p> <p>Context Clues L4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <i>I can determine the meanings of unknown words by using context clues.</i></p> <p>Word Meaning RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.* <i>I can understand the meanings of words and phrases in fourth grade science and social studies texts.</i></p>			<p>Weeks 7-9 Schema</p> <p><i>Mentor Text: Amazing Grace by M. Hoffman</i></p> <p>Evidence from text RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* <i>I can refer to details and examples in a text when explain what the text says explicitly and when drawing inferences.</i></p> <p>Informational Text Structure RI4.5: 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. <i>I can describe how various forms of informational texts are structured. (e.g. chronology, comparison, cause and effect or problem and solution).</i></p>			

	verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing about a text.		
Genre Study Authors Resources/Materials RL9, RL10 (from CCSS)	Fictional Narrative (Weeks 1-4)	Informational Narrative (Weeks 5-9)	
Surface Structure Skills (foundational skills) - Reading (RFS1, RFS2), RFS3, RFS4 (from CCSS)	<p>RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Syllabication patterns (*Making sense of phonics: Isabelle Beck) Syllabication patterns (Spelling City—syllables) (Common core appendix A—key elements) I can read unfamiliar words that have more than one syllable. Roots and affixes (prefixes & suffixes) *Owocki resource I can read and understand root words that also have prefixes or suffixes. <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension. I can read with the fluency and accuracy it takes to understand fourth grade texts.</p>		
Writing - Deep Structures/Writer's Tools W1, W2, W3, W4, W5, W6, W7, W8, W9, L4, L5, L6 (from CCSS)	<p>Narrative Writing</p> <p>W4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Standards A-E) I can write stories using a clear sequence of events and descriptive details.</p> <p>Pearson Foundation Unit: Writer's Workshop:</p> <p>W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.* I can produce clear, developed and organized writing. I can write for different purposes, audiences and topics.</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.* I can plan, revise and edit my writing with the help of peers and adults.</p> <p>W4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a</p>	<p>Informational Writing</p> <p>W4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-E) I can clearly write to inform and to explain my ideas.</p>	

	<p>single sitting.* I can use technology to create pieces of writing and to interact and share ideas with others.</p> <p>I can use appropriate keyboarding skills to type one page of my writing at a time, in a single sitting.</p> <p>W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. I can gather evidence from all my reading to support my writing.</p>	
<p>Writing - Surface Structure Skills W5, L1, L2, L3, L4, L5, L6 (from CCSS)</p>	<p>L4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. I can write complete sentences, recognize inappropriate sentence fragments and run on sentences.</p> <p>L4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).* I can correctly use frequently confused words (e.g., to, too, two; their, there, they're)</p> <p>L4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). I can understand words by relating them to their antonyms and synonyms.</p> <p>L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases * I can figure out and use fourth grade words that are centered around a specific topic.</p>	<p>L4.2a Use correct capitalization. I can correctly use capitalization in all of my writing.</p> <p>L4.2d Spell grade-appropriate words correctly, consulting references as needed.* I can use an appropriate reference to help me spell fourth grade words.</p>
<p>Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p style="text-align: center;">Introducing open forums SL 1, SL 2, SL 4, SL 6*</p> <p>W4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.* I can write on a regular basis with stamina for different tasks, purposes, and audiences.</p> <p>L4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).* I can figure out when I need to use formal speech and when I can use informal speech.</p> <p>Fluency RF4.4a Read grade-level text with purpose and understanding.* I can read with fluency and accuracy it takes to understand fourth grade texts.</p>	

WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.

WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

*Assumes that this will be reinforced throughout the year.

**Meet the Words By: Isabel I. Beck p. 67

**The Common Core lesson Book K-5 By: Gretchen Owocki

**The Common Core Writing Book K-5 By: Gretchen Owocki

**Comprehension and Vocabulary By: Jerry Johns

Quarter 2

Grade 4 ELA : Qtr 2

During the periods of genre studies, students will be learning about the genre and its characteristics and reading within that genre, but they are also expected to have a book of their choice to read at all times. The book does not need to fall within the genre of study.

Activity/Week	1	2	3	4	5	6	7	8	9
Reading Deep Structures <ul style="list-style-type: none"> Literature Informational Text Comprehension Strategies 	Weeks 10 - 12 Questioning Mentor Text: <i>The Bracelet</i> by Y. Uchida			Weeks 13 - 15 Creating Mental/Emotional Images Mentor Text: <i>Edward Hopper: Summer at the Seashore</i> by D. Lyons			Weeks 16 - 18 Begin Inferences Mentor Text: <i>Sector 7</i> by D. Wiesner		
RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL9, RL10	Non-fiction Text Structure:			Context Clues/Word			Inferences: RL4.1:Refer to details and		

<p>RIT1, RIT2, RIT3, RIT4, RIT5, RIT6, RIT7, RIT8, RIT9, L6 (from CCSS)</p>	<p>RI4.5 Compare/contrast, chronology, problem/solution, cause/effect I can describe how various forms of informational texts are structured. (e.g. chronology, comparison, cause and effect or problem and solution).</p>	<p>Meaning: RL4.4: 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). I can understand words and phrases that are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL4.9: 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. I can compare and contrast similar themes/topics and similar patterns of events in stories, myths, and traditional literature from</p>	<p>examples in a text when explaining what the text says explicitly and when drawing inferences from the text. I can reference details and examples in the text when explaining what the text says explicitly and when explaining my inferences drawn from the text.</p>
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		different cultures.	
<p>Genre Study</p> <p>Authors</p> <p>Resources/Materials</p> <p>RL9, RL10 (from CCSS)</p>	<p>Informational text</p> <p>RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>I can use information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on web pages) and explain how the information helps me understand the text.</p>	<p>Mythology/myths/folktales</p> <p>Possible Resources:</p> <p>The Common Core Lesson Book (Owacki) p.74</p> <p><u>Favorite Greek Myths</u> (Mary Pope Osborne)</p> <p><u>Classic Myths to Read Aloud</u> (William F. Russell)</p> <p><u>The Greek Gods</u> (Bernard Evslin, Dorothy Evslin, Ned Hoopes)</p> <p><u>Greek Myths and Legends</u> (Cheryl Evans and Anne Millard)</p> <p><u>Greek Myths</u> (Ingri d'Aulaire and Edgar Parin d'Aulaire)</p> <p><u>Percy Jackson and the Olympians</u> (Rick Riordan)</p>	<p>Drama</p> <p>RL4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text</p> <p>I can state the theme of a piece of literature and provide a summary of the text.</p> <p>RL4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>I can provide an in-depth description of a character, setting, or event in a story or drama, by drawing on specific details in the text.</p> <p>RL4.5: Explain major differences between poems, drama, and prose, and refer to the</p>

			<p>structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text</p> <p>I can explain the major differences between poems, drama and prose and reference the structural elements of poems (e.g., verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing about a text.</p>
<p>Surface Structure Skills (foundational skills) - Reading (RFS1, RFS2), RFS3, RFS4 (from CCSS)</p>	<ul style="list-style-type: none"> • Rereading when necessary • Reading with a purpose • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		
<p>Writing - Deep Structures/Writer's Tools W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from</p>	<p>Informative/Explanatory Writing</p> <p>W4. 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		

CCSS)

W4.2a: Introduce a topic or text clearly, and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W4.2.b: Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

W4.2.c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W4.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W4.2.e: Provide a concluding statement or section related to the information or explanation presented.

I can clearly write to inform and explain my ideas.

RI4.5 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.

I can describe how various forms of informational texts are structured. (e.g. chronology, comparison, cause and effect or problem and solution).

L4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

I can use print and computer dictionaries to help me find the pronunciations and clarify meanings of new words or phrases

L4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context

I can explain the meaning of simple similes and metaphors in context.

L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs

I can recognize and explain the meaning of common idioms, adages and proverbs.

<p>Writing - Surface Structure Skills W5, L1, L2, L3, L4 (from CCSS)</p>	<p>L4.1b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. I can correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking)</p> <p>L4.1c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. I can use auxiliary words to show different conditions (e.g., <i>can, may, must</i>).</p> <p>L4.3.a Word Choice: Choose words and phrases to convey ideas precisely I can choose interesting words and phrases to help others understand my ideas better.</p> <p>L4.2.a Capitalization: Use correct capitalization I can correctly use capitalization in all of my writing.</p>	<p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). I can determine the meaning of unknown word by using what I know about common Greek and Latin prefixes, suffixes and roots.</p>	<p>L4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. I can use commas and quotation marks appropriately in dialogue.</p>
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<p>Living Language - responding to text, speaking and listening RL 10, RIT 10, W6, W10 SL1, SL2, SL3, SL4, SL5, SL6</p>	<p>SL4.4 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. I can report on a topic or tell a story with correct and appropriate facts and details to support my main idea and I can speak clearly at an understandable pace.</p>	<p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. I can paraphrase text read aloud or information presented to me.</p>
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Quarter 3

Grade 4 ELA: Qtr 3

During the periods of genre studies, students will be learning about the genre and its characteristics and reading within that genre, but they are also expected to have a book of their choice to read at all times. The book does not need to fall within the genre of study.

<u>Activity/Week</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>Reading Deep Structures</u> <ul style="list-style-type: none">• <u>Literature</u>• <u>Informational Text</u>• <u>Comprehension Strategies</u>	<u>Weeks 19 - 21</u> <u>Making Inferences</u> <u>Mentor Text:</u> <u><i>Sector 7</i> by</u> <u>D. Wiesner</u>			<u>Weeks 22 - 27 Determining Importance</u> <u>Mentor Text: <i>The Sandwich Swap</i> by Q. Rania</u>					

RL1, RL2, RL3, RL4,
RL5, RL6, RL7, RL9,
RL10
RIT1, RIT2, RIT3,
RIT4, RIT5, RIT6,
RIT7, RIT8, RIT9,
L6 (from CCSS)

RL4.2:
Determine a
theme of a
story, drama,
or poem from
details in the
text;
summarize
the text.
I can state
the theme of
a piece of
literature and
provide a
summary of
the text.

RI4.2: Determine the main
idea of a text and explain
how it is supported by key
details; summarize the
text.

I can state the main idea
of a text. I can give a
summary using the main
ideas supported by key
details.

RI4.3: Explain events,
procedures, ideas, or
concepts in a historical,
scientific, or technical
text, including what
happened and why, based

RL4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

I can reference details and examples in

on specific information in the text.

I can explain events, procedures, ideas, or concepts in historical, scientific or technical texts happened by using the information presented.

RI4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

I can understand the

the text when
explaining
what the text
says explicitly
and when
explaining my
inferences
drawn from
the text.

RL4.5: Explain
major
differences
between
poems, drama,
and prose, and
refer to the

meanings of words and
phrases in fourth grade
science and social studies
texts.

structural
elements of
poems (e.g.,
verse,
rhythm,
meter)
I can explain
the major
differences
between
poems, drama
and prose and
reference the
structural
elements of
poems (e.g.,
verse,

rhythm,
meter) and
drama (cast
of characters,
settings,
descriptions,
dialogue,
stage
directions)
when writing
about a text.

Genre Study

Authors

Resources/Materials

RL9, RL10 (from
CCSS)

Poetry

RL.4.9:

Compare and
contrast the
treatment of
similar

Informational Text

RI4.6: Compare and
contrast a firsthand and
secondhand account of the
same event or topic;
describe the differences in

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.
I can compare and contrast

focus and the information provided.
I can compare and contrast a firsthand and secondhand account of the same event or topic.

RI4.8: Explain how an author uses reasons and evidence to support particular points in a text.
I can explain how an author uses reasons and evidence to support particular points in a text.

RI4.9: Integrate

similar
themes/topics
and similar
patterns of
events in
stories,
myths, and
traditional
literature
from
different
cultures.

RL.4.10 By the
end of the
year, read and
comprehend

information from two texts
on the same topic in order
to write or speak about the
subject knowledgeably.
I can use information from
two different texts on the
same topic to help me write
or speak knowledgeably
about the topic.

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.
I can read
and

understand
fourth grade
fiction.

Surface Structure
Skills (foundational
skills) - Reading
(RFS1, RFS2), RFS3,
RFS4 (from CCSS)

RF4.4.b Read grade-level prose and
poetry orally with accuracy, appropriate
rate, and expression on successive
readings.

I can read grade-level prose and poetry
orally with accuracy, appropriate rate and
expression.

Writing - Deep
Structures/Writer's
Tools
W1, W2, W3, W4,
W5, W6, W7, W8,
W9, L4, L5, L6

W 4. 2: Write informative/explanatory
texts to examine a topic and convey ideas
and information clearly.

I can clearly write to inform and explain
my ideas.

(from CCSS)

W 4. 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

I can produce clear, developed and organized writing.

I can write for different purposes, audiences and topics.

W 4. 5: With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising and editing.

I can plan, revise and edit my writing with the help of peers and adults.

W 4. 6: With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

I can use technology to create pieces of writing and to interact and share ideas with others.

I can use appropriate keyboarding skills to type one page of my writing at a time, in a single setting.

W 4. 7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

I can conduct short research projects to help me learn about topics.

W 4. 8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

I can research and use what I have experienced to gather information.

I can take notes to help me organize the research in my writing.

I can provide a list of sources that I use for gathering information.

W 4. 9: Draw evidence from literary or informational text to support analysis,

reflection and research.

W 4. 9. b. Apply *grade 4 Reading standards* to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text").

I can gather evidence from all my reading to support my writing.

Writing - Surface Structure Skills

L1, L2, L3 (from CCSS)

[L.4.1e](#) Form and use prepositional phrases. I can correctly write and use prepositional phrases.

[L.4.3b](#) Choose punctuation for effect.* I can choose various punctuations to help me convey different moods.

L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
I can correctly order adjectives within sentences according to conventional standard English.

Living Language - responding to text, speaking and listening
RL 10, RIT 10, W6, W10
SL1, SL2, SL3, SL4, SL5, SL6

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

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

I can paraphrase text read aloud or information presented to me.

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

I can create engaging audio recordings or visual displays that help me show main ideas or themes when necessary.

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.
I can figure out when to use standard formal English and when I can use informal English.

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Quarter 4

Grade 4 ELA : Qtr 4

During the periods of genre studies, students will be learning about the genre and its characteristics and reading within that genre, but they are also expected to have a book of their choice to read at all times. The book does not need to fall within the genre of study.

<u>Activity/Week</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
<u>Reading Deep Structures</u>	<u>Weeks 28 - 34 Synthesizing</u>							<u>Weeks 35 -</u>	

<ul style="list-style-type: none"> • <u>Literature</u> • <u>Informational Text</u> • <u>Comprehension Strategies</u> <p><u>RL1, RL2, RL3,</u> <u>RL4, RL5, RL6,</u> <u>RL7, RL9, RL10</u> <u>RIT1, RIT2, RIT3,</u> <u>RIT4, RIT5,</u> <u>RIT6, RIT7,</u> <u>RIT8, RIT9, L6</u> <u>(from CCSS)</u></p>	<p><u>Mentor Text: <i>The Great Kapok Tree</i> by L. Cherry</u></p> <p><u>RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</u></p> <p><u>I can compare and contrast different stories by thinking about the different points of view.</u></p> <p><u>I can tell the difference between first- and third-person narrators.</u></p>	<p><u>36</u></p> <p><u>Reviewing/ Pulling it all together</u></p>
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	<p><u>RL4.7 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.</u></p> <p><u>I can make connections between a written text and a dramatic interpretation of the same text.</u></p> <p><u>.</u></p>	
<p><u>Genre Study</u> <u>Authors</u> <u>Resources/Materials</u></p>	<p><u>Biography/Autobiography</u> <u>Author Study: Chris Van Allsburg</u></p> <p><u>RL4.9 Compare and contrast the</u></p>	

RL9, RL10 (from
CCSS)

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.

I can compare and contrast similar
themes/topics and similar patterns
of events in stories, myths, and
traditional literature from different
cultures.

RL4.10 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

	<p><u>needed at the high end of the range.</u> <u>I can read and understand fourth grade fiction.</u></p>
<p><u>Surface Structure Skills (foundational skills) - Reading (RFS1, RFS2), RFS3, RFS4 (from CCSS)</u></p>	<p><u>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</u> <u>I can analyze words and use phonics to help me read fourth grade words.</u></p>

I can read and understand root that also have prefixes and suffixes.

I can read unfamiliar words that have more than one syllable.

[RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.

[RF.4.4.A](#): Read grade-level text with purpose and understanding.

[RF.4.4.B](#): Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

[RF.4.4.C](#): Use context to confirm or self-correct word recognition and understanding, rereading as

	<p><u>necessary.</u></p> <p><u>I can with the fluency and accuracy it takes to understand fourth grade texts.</u></p> <p><u>I can use context to check my understanding of fourth grade text, and reread if necessary.</u></p>
<p><u>Writing - Deep Structures/Writer's Tools</u></p> <p><u>W1, W2, W3, W4, W5, W7, W8, W9, L4, L5, L6 (from CCSS)</u></p>	<p><u>Prose/Opinion Writing</u></p> <p><u>W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></p> <p><u>W.4.1.A: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p><u>W.4.1.B: Provide reasons that are</u></p>

supported by facts and details.

W.4.1.C: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.D: Provide a concluding statement or section related to the opinion presented.

I can use my point of view with reasons to share my opinion.

W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W4.A: Introduce a topic or text clearly, and group related information in paragraphs and sections; include formatting (e.g., headings),

illustrations, and multimedia when useful to aiding comprehension.

W4.2.B: Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

W4.2C: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W4.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W4.2E: Provide a concluding statement or section related to the information or explanation presented.

I can clearly write to inform and to

explain my ideas.

W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

I can research and use what I have experienced to gather information.

I can take notes to help me organize the research in my writing.

I can provide a list of sources that I used for gathering information.

W4.9 Draw evidence from literary or informational texts to support

	<p><u>analysis, reflection, and research.</u></p> <p><u>I can gather evidence from all my reading to support my writing.</u></p>
<p><u>Writing - Surface Structure Skills</u></p> <p><u>W5,</u></p> <p><u>L1, L2, L3 (from CCSS)</u></p>	<p><u>L4.2c Use a comma before a coordinating conjunction in a compound sentence.</u></p> <p><u>I can correctly use a comma and conjunction when connecting two simple sentences.</u></p> <p><u>L4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</u></p> <p><u>I can use relative pronouns and relative adverbs correctly when I speak or write.</u></p>
<p><u>Living Language -</u></p>	<p><u>SL.4.1 Engage effectively in a range</u></p>

responding to text, speaking and listening

RL 10, RIT 10, W6, W10

SL1, SL2, SL3, SL4, SL5, SL6

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

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

[SL.4.1.B](#): Follow agreed-upon rules for discussions and carry out assigned roles.

[SL.4.1.C](#): Pose and respond to specific questions to clarify or follow up on information, and make comments that

contribute to the discussion and link to the remarks of others.

[SL.4.1.D](#): Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

I can effectively participate in different types of discussions and with different people.

I can build on others ideas and express my own ideas clearly.

I can come to discussions prepared to participate because I have studied appropriate materials.

I can use my preparation to explore new ideas about a topic during a discussion.

I can follow agreed upon rules for discussion and carry out my assigned role.

I can ask and answer questions to help me understand discussions, stay on topic and that contribute to others ideas and remarks.

I can think about what is discussed and explain any new thinking that I have.

WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.

WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.