

**UNIT OVERVIEW**  
For  
**GRADE 4**

	Unit of Study 1	Unit of Study 2	Unit of Study 3	Unit of Study 4	Unit of Study 5	Unit of Study 6
<b>Title</b>	Taking Charge of Your Reading Life	Following Characters into Meaning	Fairy Tales Myths and Folktales	Broadening my Reading: Moving from Fiction to Informational Text	Strengthening Literary Discussions Book Clubs	Reading Across Genres
<b>Genre Focus</b>	Introduce all genres	Realistic Fiction and Historical Fiction	Fairy Tales Myths Folktales	Informational Texts	Various genres	Fantasy
<b>Correlation to Journeys Lessons</b>	None— teachers select texts to use in the process of establishing the routines for Reading Workshop	Lessons 1-5 in <i>Journeys</i>  <i>And</i> Lesson 16— “ <i>Riding Freedom</i> ”  <i>Magazine Lesson: A Storm at Sea</i>	Lessons 6-9 in <i>Journeys</i>  <i>Magazine Lesson: Hercules Quest: Zomo’s Friends</i>  <i>Magazine Lesson: Invasions from Mars (play)</i>	Lessons 11-15 in <i>Journeys</i>  <i>Magazine Lesson: Cold, Cold Science</i>	<i>Journeys</i> Lessons 10 17 19 20 22	<i>Journeys</i> Lessons 21 25  Titles selected by teacher for book clubs
<b>Pacing</b>	15-20 Days	25-30 Days	25-30 Days	25-30 Days	25-30 Days	25-30 Days
<b>Alignment with Quarter</b>	QUARTER 1		QUARTER 2	QUARTER 3	QUARTER 4	
<b>Reading Level</b>	P	P-Q	Q-R	R	R-S	S
<b>Writing Focus</b>	Narrative	Opinion Literary Essay	Opinion	Information- Explanatory	Narrative Non-fiction (Biography)	Narrative Writing Fantasy
<b>Benchmark Assessments</b>				X		X
<b>Strategy Focus</b>			Summarize  Author’s Purpose  Compare and Contrast	Paraphrase  Synthesize  Vocabulary: Reading Unfamiliar Subjects		

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 4**

<b>READING/Literature</b>						
<b>Uses Key ideas and details to comprehend literature</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	√					
<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	√	√	√			
<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions.)	√	√	√			
<b>Recognizes and applies the craft and structure of literature for meaning</b>						
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	√	√	√			
<b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	√					
<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.	√	√				
<b>Extends knowledge and ideas of various types of literature</b>						
<b>RL.4.7</b> Make connections between the text of story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			√			
<b>RL.4.8</b> Not applicable to literature						
<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	√	√	√			
<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	√	√	√	√	√	√

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 4**

<b>READING/Informational</b>						
<b>Uses key ideas and details to comprehend informational text</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				√		
<b>RI.4.2</b> Determine the main ideas of a text and explain how it is supported by key details; summarize the text.				√		
<b>RI.4.3</b> Explain events, procedure, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.						
<b>Recognizes and applies the craft and structure of informational text for meaning</b>						
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		√				
<b>RI.4.5</b> 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.				√		
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in a focus and the information provided.				√		
<b>Extends knowledge and ideas of various informational text</b>						
<b>RI.4.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				√		
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.		√		√		
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				√		
<b>RI.4.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				√		
<b>READING/Foundation Skills</b>						
<b>Applies phonics and word recognition strategies</b>						
<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words 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.	√	√	√	√	√	√
<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading. c. Use context to confirm or self-correct word recognition	√	√	√	√	√	√

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 4**

<b>LANGUAGE ARTS/Writing</b>						
<b>Produces multiple types of writing for various purposes</b>						
<b>W.4.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>						
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose			√			
b. Provide reasons that are supported by facts and details.			√			
c. Link opinion and reasons using words and phrases.			√			
d. Provide a concluding statement or section related to the opinion presented.			√			
<b>W.4.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>						
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.				√		
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				√		
c. Link ideas within categories of information using words and phrases.				√		
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.				√		
e. Provide a concluding statement or section related to the information or explanation presented.				√		
<b>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>						
a. Orient the readers by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	√	√				
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	√	√				
c. Use a variety of transitional words and phrases to manage the sequence of events.	√	√				
d. Use concrete words and phrases to manage the sequence of events.	√	√				
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	√	√				
f. Provide a conclusion that follows from the narrated experiences or events.	√	√				

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 4**

<b>Produces and publishes writing</b>						
<b>W.4.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	√	√	√			
<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	√	√	√			
<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.			√	√		
<b>Uses research skills write and present reports</b>						
<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.			√	√		
<b>W.4.8</b> 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.				√		
<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			√			
a. <i>Apply grade 4 Reading standards to literature.</i>						
b. <i>Apply grade 4 Reading standards to informational text.</i>						
<b>W.4.10</b> 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 tasks.	√	√	√	√	√	√
<b>LANGUAGE ARTS/Conventions and Spelling</b>						
<b>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>						
a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).			√	√		
b. Form and use the progressive (e.g. <i>I was walking; I am walking; I will be walking.</i> )			√			
c. Use modal auxiliaries (e.g. <i>can, may, must</i> ) to convey various conditions.						
d. Order adjectives within sentences according to conventional patterns (e.g. <i>a small red bag</i> rather than <i>a red small bag</i> ).						
e. Form and use prepositional phrases.						
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	√					
g. Correctly use confused words (e.g. <i>to, too, two, there, their</i> ).	√	√	√	√	√	√

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 4**

<b>Uses spelling patterns and generalizations in writing</b>						
<b>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>						
a. Use correct capitalization.	√	√	√	√	√	√
b. Use commas and quotation marks to mark direct speech and quotations form a text.	√	√	√	√	√	√
c. Use a comma before a coordinating conjunction in a compound sentence.	√	√	√	√	√	√
d. Spell grade-appropriate words correctly, consulting references as needed.	√	√	√	√	√	√
<b>Acquires and uses new vocabulary</b>						
<b>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>						
a. Choose words and phrases to convey ideas precisely.			√			
b. Choose punctuation for effect.	√	√	√			
c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	√	√	√	√	√	√
<b>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</b>						
a. Use context as a clue to the meaning of a word or phrase.			√	√		
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.			√	√		
c. Consult reference materials, both print and digital to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.				√		
<b>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</b>						
a. Explain the meaning of simple similes and metaphors.						
b. Recognize and explain the meaning of common idioms, adages, and proverbs.			√			
c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.						
<b>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. (e.g. <i>wildlife, conservation, endangered</i>)</b>	√	√	√	√	√	√

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 4**

<b>LANGUAGE ARTS/ Presents knowledge in a variety of ways</b>						
<b>SL.4.1</b> Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.						
<b>a.</b> 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.	√	√		√		
<b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.	√	√		√		
<b>c.</b> 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 other.	√	√		√		
<b>d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	√	√		√		
<b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			√	√		
<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	√	√	√			
<b>SL.4.4</b> 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.	√	√				
<b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				√		
<b>SL.4.6</b> Differentiate between context that call for formal English and situations where informal discourse is appropriate. Use formal English when appropriate to talk and situation.	√	√				

**UNIT OF STUDY**  
**GRADE 4**

<b>Grade</b>	4	
<b>Units of Study</b>	Fairy Tales, Myths and Folktales	
<b>Unit Number</b>	<b>Unit of Study 3</b>	
<b>Reading Level</b>	Q-R	
<b>Description of Unit</b>	Students read traditional stories from around the world, and learn what is valued most highly, feared most deeply, and hoped for most ardently are valued, feared and hoped for by all people. Still, while the same yearnings are expressed, each culture has a unique response made richer by details from its society and the local ecology. Whatever the explanation, stories that have been told and cherished for countless generations are bound to be good. They fire our own imaginations. As we read, we ask ourselves, what do <i>I</i> think is true, or fair, or good, or beautiful? How would I tell <i>my</i> story? Students learn to summarize and illustrate chapters, seeing how they are building blocks to the ending.	
<b>Suggested Unit Launch</b>	Provide number of books from the following genres: myths, folktales, fairy tales, and Pourquoi tales. Students sort the books in to categories and write criteria for each group.	
<b>Pacing</b>	25-30 Days	
<b>Desired Results</b>		
<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>	
<ul style="list-style-type: none"> <li>• What lessons do we learn from folktales?</li> <li>• What elements must be present in a folktale?</li> <li>• Why do folktales often have many versions?</li> <li>• How can folktales connect us to other cultures?</li> <li>• What are similarities and differences you see in folktales?</li> </ul>	<p>Students will understand that myths and legends, a type of folktale, were used to explain a natural phenomenon, or to celebrate a real hero actions and achievements, and they are used today as a form of entertainment.</p> <p>Students will understand that legends were often times based on real life historical heroes and that their achievements were often exaggerated whereas myths were told to explain a natural phenomenon, historical event, beliefs or customs.</p> <p>Authors use setting, plot, and characterization to develop suspense and drama in a fictional story. Writers build suspense in the readers' minds by raising questions about the character's motives and actions. They create moods that are threatening, frightening, or mysterious.</p>	
<b>Assessment Evidence</b>		
<b>Formative</b>	<b>Summative</b>	
Summaries Observations Writing Samples Journal	<p>Writing Choice: Students will research an Olympic sport and compare it to an Olympic sport in the days of Ancient Greece.</p> <p>Write a myth explaining some natural phenomenon</p>	
<b>Academic Vocabulary</b>		
<i>Coming soon, being developed with resources from MCREL</i>		

**UNIT OF STUDY  
GRADE 4**

<b>Common Core Standards and Learning Targets</b>	
<b>Priority Standards</b>	<b>Learning Targets/Outcomes</b>
<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>• I identify the major themes in a myth or legend.</li> <li>• I can state the purpose of a myth, folktale, or legend and explain how the purpose relates to the people/culture of the time.</li> </ul>
<b>RL.4.3</b> 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.)	<ul style="list-style-type: none"> <li>• I can classify genres by story elements and distinguishing features.</li> <li>• I identify the times fiction imitates life.</li> <li>• I can provide evidence of examples of the universal truths I authors weave in their stories.</li> <li>• I can summarize.</li> <li>• I identify authors’ purpose.</li> </ul>
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	<ul style="list-style-type: none"> <li>• I use a variety of context clue strategies to determine the meaning of unknown words.</li> </ul>
<b>RL.4.7</b> Make connections between the text of story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> <li>• I can identify the literary devices and how they affect the story.</li> </ul>
<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> <li>• I can locate specific details from texts that provide evidence of similarities and differences between various myths, folktales and fairy tales.</li> </ul>
<b>W.4.1</b> 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	<ul style="list-style-type: none"> <li>• I can write an opinion piece about a favorite mythological character, providing evidence to support my opinion.</li> </ul>
a. Provide reasons that are supported by facts and details.	<ul style="list-style-type: none"> <li>• I can locate specific evidence to support my thinking.</li> </ul>
b. Link opinion and reasons using words and phrases.	<ul style="list-style-type: none"> <li>• I can use conjunctions effectively in my writing.</li> </ul>
c. Provide a concluding statement or section related to the opinion presented.	<ul style="list-style-type: none"> <li>• I can write a satisfying ending for my pieces of writing.</li> </ul>
<b>W.4.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>• I use an organizational structure appropriate for the genre of my piece.</li> </ul>
<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> <li>• I participate in peer editing.</li> </ul>
<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none"> <li>• I can create a multimedia presentation (e.g., a set of Power Point slides) of the recording and the illustrations for the book summaries. Write an opinion piece describing the “most interesting” mythical character. Retell myths with key details, noting the message of each.</li> </ul>
<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>• I understand the elements of the genre well enough to locate appropriate evidence.</li> </ul>

**UNIT OF STUDY**  
**GRADE 4**

<b>Depth of Knowledge: Cognitive Considerations</b>			
<b>“Unwrapped” Concepts Students Need to Know</b>		<b>“Unwrapped Skills” Students Need to Be Able to Do</b>	
Literary devices Elements of myths Elements of folktales Elements of fairy tales Archetype Opinion Fact Analyze Summarize Literary Illusion		INTERPRET the connections between fiction and the culture.  COMPARE and CONTRAST various pieces of literature in a genre.  INVESTIGATE how characters from myths, fairy tales and folktales influence contemporary literature.	
<b>CONTENT</b>			
<b>Reading Workshop</b>		<b>Writing Workshop</b>	
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Compare and contrast  Predict and Infer  HMH Lesson 6	<b>Phonics:</b> Common digraphs Suffixes: -ous  <b>Vocabulary:</b> Figurative language	Write in response to literature read.  Organization	Verbs
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Fact and Opinion  Summary  HMH Lesson 7	<b>Phonics:</b> Vowel Sounds  <b>Vocabulary:</b> Greek and Latin Roots	Writing opinion paragraphs. Supporting reasons with evidence  Voice	Verb Tenses
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Understanding Characters  Envisionment  HMH Lesson 8	<b>Phonics:</b> Vowel sounds  <b>Vocabulary:</b> Idioms	Writing powerful leads for opinion writing	Conjunctions
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Conclusions and Generalizations  Questioning  HMH Lesson 9	<b>Phonics:</b> Vowel sounds  <b>Vocabulary:</b> Antonyms	Writing satisfying endings  Word Choice	Commas
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Author’s Purpose Analyze/Evaluate  HMH Lesson 10	<b>Phonics:</b> Vowel Sounds  <b>Vocabulary:</b> Analogies	Writing poems	Pronouns

**UNIT OF STUDY**  
**GRADE 4**

**Resources for Planning and Instruction**

**Suggested Supplemental Texts**

*Tools of the Ancient Romans: A Kid's Guide to the History & Science of Life in Ancient Rome*  
*Ancient Greece (DK Eyewitness Books) (Anne Pearson)* *I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece (Fiona MacDonald)* *If I Were a Kid in Ancient Greece: Children of the Ancient World (Ken Sheldon, ed.)*  
*Rome If I Were a Kid in Ancient Rome: Children of the Ancient World*  
*Icarus at the Edge of Time*  
*The True Story of the 3 Little Pigs!*  
*Tikki Tikki Tembo*

**Websites**

Developing a Unit of Study:

[http://www.heinemann.com/shared/onlineresources/e00871/ruos\\_cc\\_p2fairytale.pdf](http://www.heinemann.com/shared/onlineresources/e00871/ruos_cc_p2fairytale.pdf)

Writing Ideas:

<http://teacher.scholastic.com/writewit/mff/>

**UNIT OF STUDY**  
**GRADE 4**

<b>Grade</b>	4	
<b>Unit of Study</b>	Broadening my Reading—Navigating Nonfiction	
<b>Unit Number</b>	Unit of Study 4	
<b>Reading Level</b>		
<b>Description of Unit</b>	Students learn to read nonfiction in such a way they are able to summarize as well as think critically about the genre. Readers learn to use the infrastructure of text features, white space, and transitional phrases to help them discern the infrastructure. Key skills for the unit are: <u>paraphrasing</u> and <u>synthesizing</u> . The unit also explores vocabulary. Students will have the opportunity to read about unfamiliar subjects. Undoubtedly they will encounter new words. Students will learn to pronounce, understand, and use the new words they encounter.	
<b>Selecting Text for this Unit of Study</b>	Choose books that: <ul style="list-style-type: none"> <li>• Have a clear organizational structure</li> <li>• Are at difficulty levels where children can read with fluency, comprehension, and accuracy</li> <li>• Be highly engaging</li> <li>• Varied enough to allow children to have choice over the topics they choose to read</li> <li>• Be organized into same-topic baskets to allow children to read up in level of difficulty</li> </ul>	
<b>Pacing</b>	25-30 Days	
<b>Desired Results</b>		
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>
<p>How can I use evidence from the text to demonstrate my understanding of that text? How does a reader determine the validity of an informational text?</p> <p>What is unique about nonfiction vs. fiction text? How do I read nonfiction differently than fiction?</p> <p>How do I read nonfiction differently than fiction? How does an author create meaning in a non-fiction or informational text? What are the purposes authors have for writing nonfiction texts?</p>		<p>Nonfiction writers have specific purposes for writing. Sometimes there are contradictory non-fiction pieces with differing evidence/validity.</p> <p>Different types of texts have different purposes and structures (fiction vs. nonfiction). Understanding a text's purpose and structure helps a reader better understand its meaning.</p> <p>Effective readers use specific strategies to help them better understand text they are reading.</p>
<b>Assessment Evidence</b>		
<b>Formative</b>		<b>Summative</b>
<p><b>Complete writing to prompts such as the following:</b></p> <ul style="list-style-type: none"> <li>• I can picture how this goes. It probably. . .</li> <li>• This makes me realize . . .</li> <li>• My ideas on this are complicated. . . .</li> <li>• I used to think, but now I'm understanding. . .</li> </ul> <p>Designate inquiry partners—observe their conversation</p>		<ul style="list-style-type: none"> <li>• Letter</li> <li>• Speech</li> <li>• Brochure</li> <li>• Picture book</li> </ul>

**UNIT OF STUDY**  
**GRADE 4**

<b>Academic Vocabulary</b>	
<i>Coming soon, being developed with resources from MCREL</i>	
<b>Common Core Standards and Learning Targets</b> <i>(Student Learning Outcomes)</i>	
<b>Priority Standards</b>	<b>Learning Targets/Outcomes</b>
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• I have effective strategies for reading genres of nonfiction.</li> <li>• I can effectively identify the details and main idea of nonfiction text.</li> <li>• I can read critically and determine the author’s purpose and bias in nonfiction text.</li> </ul>
<b>RI.4.2</b> Determine the main ideas of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>• I can paraphrase nonfiction text, including key details.</li> <li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul>
<b>RI.4.5</b> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> <li>• I recognize how an author organizes information in an expository text.</li> <li>• I can use organizational patterns I learn in new texts.</li> <li>• I can use the organization of the text to organize my thinking so I comprehend the text better.</li> <li>• I am familiar with the five most common text structures and can identify each structure using <b>signal words</b> and <b>key features</b>.</li> </ul>
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in a focus and the information provided.	<ul style="list-style-type: none"> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>
<b>RI.4.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> <li>• I know how to “research-on-the-run”.</li> </ul>

**UNIT OF STUDY**

**GRADE 4**

<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>
<p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> </ul>
<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> <li>I can introduce a topic clearly and relate the information in paragraphs and sections, including formatting.</li> <li>I can develop a topic with facts, definitions, concrete details, quotation and other important details.</li> <li>I use phrases and words that connect facts in my writing. (e.g. for example, also, another, etc.)</li> <li>I use precise language on a topic.</li> <li>I choose a format that matches the audience and purpose of my writing.</li> </ul>
<p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>My writing is clear and concise.</li> </ul>
<p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> <li>I improve my writing using suggestions gained in peer editing.</li> <li>I interact and collaborate with others to improve my writing.</li> </ul>
<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> <li>I use technology to create a finished piece of writing.</li> </ul>
<p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>I collaborate and interact with others in research activities.</li> <li>I evaluate the sources I use in research to ensure their credibility.</li> <li>I know how to search for the information I need to gather on my topic.</li> <li>I am able to determine the details and main ideas that best support my writing purpose.</li> </ul>
<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions with diverse partners <i>on grade 4 topics</i> building on others; ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>I participate effectively in whole group and small group collaborative experiences.</li> <li>I come prepared for discussions.</li> </ul>
<p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.</p>	<ul style="list-style-type: none"> <li>I paraphrase and synthesize information from a variety of sources.</li> <li>I am able to contribute the information I research to discussions with peers.</li> </ul>
<p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate.</p>	<ul style="list-style-type: none"> <li>I add audio recordings and visual displays to enhance my writing.</li> </ul>

**UNIT OF STUDY  
GRADE 4**

<b>Depth of Knowledge: Cognitive Considerations</b>			
<b>“Unwrapped” Concepts Students Need to Know</b>		<b>“Unwrapped Skills” Students Need to Be Able to Do</b>	
Compare and Contrast Analyze On-the-run-research Point of view Stance Perspective		CATEGORIZE types of nonfiction.  CLASSIFY the types of nonfiction to math purpose for research.  DESIGN a end-of-unit project that effectively synthesizes the information researched on a topic.	
<b>CONTENT</b>			
<b>Reading Workshop</b>		<b>Writing Workshop</b>	
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Author’s Purpose  Analyze/Evaluate  HMH Lesson 10	<b>Phonics:</b> Vowel Sounds  <b>Vocabulary:</b> Antonyms	Writing in response to literature—nonfiction summaries	Pronouns
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Sequence of Events  Summarize  HMH Lesson 17	<b>Phonics:</b> Suffixes  <b>Vocabulary:</b> Words with -ion, -tion, -ation	Using a letter to inform	Adverbs
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Persuasion  Infer/Predict  HMH Lesson 19	<b>Phonics:</b> Suffixes  <b>Vocabulary:</b> Use a Dictionary	Using transitions to connect ideas	Transitions
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Main Ideas and Details  Visualize  HMH Lesson 20	<b>Phonics:</b> VCCV Pattern  <b>Vocabulary:</b> Compound Words	Making facts interesting to the readers  Word Choice	Abbreviations
<b>Reading Skills</b>	<b>Word Study</b>	<b>Genre</b>	<b>Grammar</b>
Cause and Effect  Infer/Predict  HMH Lesson 22	<b>Phonics:</b> VCCV Pattern  <b>Vocabulary:</b> Prefixes	Writing to inform  Sentence Fluency	Negatives

**UNIT OF STUDY**  
**GRADE 4**

**Resources for Planning and Instruction**

**Reading Resources**

Two or three short nonfiction books and an article or two for read-aloud Just-right nonfiction text-sets on specific topics Books and journals from students' homes Primary sources (e.g. photographs, videos, an interview, images of artifacts or archaeological materials retrieved from a site)

Video: "Phoenix Zoo Helps Save Endangered Species." (from Fox News, Phoenix, Arizona

<http://www.myfoxphoenix.com/dpp/news/pets/phoenix-zoo-oryx-11-15-2010>) Text: "Captive breeding and Reintroduction," by Geraldine Curtatolado and Gary Quan "Zoochosis," by Stephanie Santana and Shauwn Lukose Text: "Are Zoos Good or Bad for Animals?" by Jennifer Horton Text: "Longer Lives for Wild Elephants" by Emily Sohn Text: "Life Span of an African Elephant" bar graph Website: PBS.org Website: Scholastic.com

**Anchor Charts**

<http://www.pinterest.com/hcarpenter3/lucy-calkins/> Scroll to bottom—poster is a graphic representation of how readers determine main ideas in nonfiction

**Websites**

**Lesson Plan for Unit:**

<https://thelearningleader.wikispaces.com/file/view/ELA-Non-Fiction-Unit-5-31-11.pdf>

**Sample Assessment:** <http://www.classroom20.com/profiles/blogs/649749:BlogPost:194048>

**Five-day Lesson Plan:** <http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction>

**EVIDENCE OF LEARNING—QUARTER 2**  
**GRADE 4**

Uses Key Ideas and Details	Literature Standards	<i>Suggested Learning Targets</i>	Suggestions for Assessment <i>(Determined by PLC)</i>	Date/Task			
	<b>RL.4.2</b> Determine a theme from details	<ul style="list-style-type: none"> <li>I identify the major themes in a myth or legend.</li> <li>I can state the purpose of a myth, folktale, or legend and explain how the purpose relates to the people/culture of the time.</li> </ul>					
	<b>RL.4.3</b> Describe in depth using details from the story	<ul style="list-style-type: none"> <li>I can classify genres by story elements and distinguishing features.</li> <li>I identify the times fiction imitates life.</li> <li>I can provide evidence of examples of the universal truths I authors weave in their stories.</li> <li>I can summarize. I identify authors' purpose.</li> </ul>					
Craft and Structure	<b>RL.4.4</b> Determine the specific meaning of words	<ul style="list-style-type: none"> <li>I use a variety of context clue strategies to determine the meaning of unknown words.</li> </ul>					
	<b>RL.4.7</b> Make connections between versions of text that reflect specific descriptions	<ul style="list-style-type: none"> <li>I can identify the literary devices and how they affect the story.</li> </ul>					
Extends Knowledge	<b>RL.4.9</b> Compare and contrast the treatment of similar themes	<ul style="list-style-type: none"> <li>I can locate specific details from texts that provide evidence of similarities and differences between various myths, folktales and fairy tales.</li> </ul>					

**EVIDENCE OF LEARNING—QUARTER 2**  
**GRADE 4**

<b>INFORMATIONAL TEXT</b>					
<b>Key Ideas and Details</b>	<b>RI.4.1</b> Refer to details when explaining what the text says explicitly and when drawing inferences	<ul style="list-style-type: none"> <li>• I have effective strategies for reading genres of nonfiction.</li> <li>• I can effectively identify the details and main idea of nonfiction text.</li> <li>• I can read critically and determine the author’s purpose and bias in nonfiction text.</li> </ul>	<b>Suggestions for Assessment</b> <i>(Determined by PLC)</i>	<b>Date/Task</b>	
	<b>RI.4.2</b> Determine the main ideas of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>• I can paraphrase nonfiction text, including key details.</li> <li>• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul>			
<b>Craft and Structure</b>	<b>RI.4.5</b> Describe the overall structure of a text or part of a text	<ul style="list-style-type: none"> <li>• I recognize how an author organizes information in an expository text.</li> <li>• I can use organizational patterns I learn in new texts.</li> <li>• I can use the organization of the text to organize my thinking so I comprehend the text better.</li> <li>• I am familiar with the five most common text structures and can identify each structure using <b>signal words</b> and <b>key features</b>.</li> </ul>			
	<b>RI.4.6</b> Compare and contrast accounts of same event or topic	<ul style="list-style-type: none"> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>			
<b>Extend Knowledge</b>	<b>RI.4.7</b> Draw on information from multiple sources	<ul style="list-style-type: none"> <li>• I know how to “research-on-the-run”.</li> <li>• I can synthesize information from various sources and create a writing piece.</li> </ul>			

**EVIDENCE OF LEARNING—QUARTER 2**  
**GRADE 4**

Extend Knowledge	RI.4.8	<ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>	<b>Suggestions for Assessment</b> <i>(Determined by PLC)</i>	<b>Date/Task</b>		
	Explain how an author uses evidence to support points in a text.					
Phonics and Fluency	RI.4.9	<ul style="list-style-type: none"> <li>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> </ul>				
	Integrate information from two texts on the same topic					
Phonics and Fluency						
Applies Phonics	RF.4.3	<ul style="list-style-type: none"> <li>Uses a variety of fix-up strategies.</li> <li>Recognize and use common patterns to decode unknown words.</li> <li>Decode by analogy.</li> <li>Uses syllabication to read unknown words.</li> <li>Use roots and affixes to read unknown words.</li> <li>Read accurately to decode words in the grade-4 band of complexity.</li> </ul>				
	Know and apply grade-level phonics					
Fluency	RF.4.4	<ul style="list-style-type: none"> <li>Read the rate needed to process grade level text.</li> <li>Read with fluency sufficient to process and understand grade-level text.</li> </ul>				

**EVIDENCE OF LEARNING—QUARTER 2  
GRADE 4**

LANGUAGE ARTS					
<b>Produce Multiple Types of Writing</b>	<b>W.4.1</b> Introduce a topic or text clearly, state an opinion	<ul style="list-style-type: none"> <li>I can write an opinion piece about a favorite mythological character, providing evidence to support my opinion.</li> <li>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.</li> <li>Link opinion and reasons using words and phrases.</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ul>	<b>Suggestions for Assessment</b> <i>(Determined by PLC)</i>	<b>Date/Task</b>	
	<b>W.4.2</b> Write informative explanatory texts	<ul style="list-style-type: none"> <li>I can introduce a topic clearly and relate the information in paragraphs and sections, including formatting.</li> <li>I can develop a topic with facts, definitions, concrete details, quotation and other important details.</li> <li>I use phrases and words that connect facts in my writing. (e.g. for example, also, another, etc.)</li> <li>I use precise language on a topic.</li> <li>I choose a format that matches the audience and purpose of my writing.</li> </ul>			
<b>Produce and Publish Writing</b>	<b>W.4.4</b> Produce clear and coherent writing	<ul style="list-style-type: none"> <li>My writing is clear and concise.</li> </ul>			
	<b>W.4.5</b> With guidance strengthen writing as needed	<ul style="list-style-type: none"> <li>I improve my writing using suggestions gained in peer editing.</li> <li>I interact and collaborate with others to improve my writing.</li> </ul>			
	<b>W.4.6</b> With technology, including the Internet, to produce and publish	<ul style="list-style-type: none"> <li>I use technology to create a finished piece of writing.</li> </ul>			

**EVIDENCE OF LEARNING—QUARTER 2**  
**GRADE 4**

Use Research Skills	W.4.7 Conduct short research projects	<ul style="list-style-type: none"> <li>• I collaborate and interact with others in research activities.</li> <li>• I evaluate the sources I use in research to ensure their credibility.</li> <li>• I know how to search for the information I need to gather on my topic.</li> <li>• I am able to determine the details and main ideas that best support my writing purpose.</li> </ul>	Suggestions for Assessment <i>(Determined by PLC)</i>	Date/Task		
	W.4.9 Draw evidence from texts to support analysis and research.	<ul style="list-style-type: none"> <li>• I understand the elements of the genre well enough to locate appropriate evidence to support my thinking.</li> </ul>				
Conventions of English	L.4.1 Command of Conventions	<ul style="list-style-type: none"> <li>• Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>• Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>• Correctly use confused words (e.g. <i>to, too, two, there, their</i>).</li> <li>• Use capital letters correctly.</li> <li>• Use commas in compound sentences correctly.</li> <li>• Punctuate dialogue correctly.</li> </ul>				
Spelling Patterns	L.4.2 Uses spelling patterns and generalizations in writing	<ul style="list-style-type: none"> <li>• Accurate spelling on weekly spelling tasks.</li> <li>• Accurately spells grade level words in own pieces.</li> <li>• Recognizes misspelled words.</li> </ul>				
Acquire New Vocabulary	L.4.3 L.4.4 L.4.5	<ul style="list-style-type: none"> <li>• Recognize and understand the meaning of common idioms.</li> <li>• Use Latin and Greek roots to determine the meaning of words.</li> <li>• Use a variety of context clues strategies to determine the meaning of words.</li> </ul>				

**EVIDENCE OF LEARNING—QUARTER 2  
GRADE 4**

Presents Knowledge	SL.4.1	<ul style="list-style-type: none"> <li>• I can orally paraphrase texts I read.</li> <li>• I come prepared for discussions.</li> <li>• I can respond to questions asked of me.                             <ul style="list-style-type: none"> <li>• I ask questions during discussions.                                     <ul style="list-style-type: none"> <li>• I contribute to discussions.</li> </ul> </li> </ul> </li> <li>• I elaborate on points made by others.</li> <li>• I provide evidence from text to support my thinking.</li> <li>• I can report accurately on a topic.</li> <li>• I can add audio and visual displays to enhance my presentations.</li> </ul>	Suggestions for Assessment <i>(Determined by PLC)</i>	Date/Task
	SL.4.2 SL.4.3 SL.4.5			