

Select a Course:	Language Arts Grade 4
Teacher:	CORE Language Arts Grade 4
Course:	Language Arts Grade 4
Year:	2016-17
Months:	- All -

August

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

September

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

October

Grade 4 ELA Informational Text Features

Informational Text Features (4-6 weeks)

Navigating and understanding text features allows us to be critical readers of informational texts.

In this unit students will learn to navigate, understand, and apply important information from multiple pieces of informational text features.

Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕

Enduring Understandings

- We read to gain knowledge that helps us to understand ourselves and our world.
- Critical readers break down parts of the text to understand what an author is saying.
- The elements of informational texts help to navigate, understand, and apply important information.

Essential Questions

- How can reading help us to explore and understand our world?
- How do the elements of informational text help us to find, understand, and apply important information?
- How does understanding the author's purpose help us learn new information?

Standards

- RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
- RF.4.3a - 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 on-level text with purpose and understanding.
- RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Knowledge & Skills

- Title
- Heading
- Table of contents
- Title page
- Illustration
- Photograph
- Caption
- Label
- Diagram
- Map
- Cutaway

Academic Language

- informational text
- title
- feature
- comprehension
- evidence
- author's purpose
- elements
- proof

				<ul style="list-style-type: none">  Graph  Chart  Timeline  keyword  Glossary  Index  Charts  Graphs  Diagrams  Timelines  Animations  Interactive elements  Students will be able to use a variety of informational text features to comprehend text  Students will be able to apply informational text features in a research project 	<ul style="list-style-type: none">  inference/infer  heading  table of contents  title page  illustration  photograph  caption  label  diagram  map  cutaway  graph  chart  timeline  keyword  glossary  index  animations  interactive elements
			<p>SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.2 - Paraphrase portions of a text</p>		

		read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
		<p>RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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.</p> <p>RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
		<p>L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>L.4.2a - Use correct capitalization.</p> <p>L.4.2b - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2d - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3a - Choose words and phrases to convey ideas precisely.*</p> <p>L.4.3b - Choose punctuation for effect.*</p> <p>L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
		<p>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.2a - Introduce a topic clearly and</p>	 Research project (pamphlet or final paper)	

		group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
		<p>G3-5:1.1 - Demonstrate basic steps in using available hardware and applications (e.g., log into a computer, connect/disconnect peripherals, upload files from peripherals).</p> <p>G3-5:1.2 - Select a printer, use print preview, and print a document with the appropriate page setup and orientation.</p> <p>G3-5:1.4 - Demonstrate intermediate keyboarding skills and proper keyboarding techniques.</p> <p>G3-5:1.5 - Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document.</p> <p>G3-5:1.7 - Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).</p> <p>G3-5:2.1 - Explain and demonstrate compliance with school rules (Acceptable Use Policy) regarding responsible use of computers and networks.</p>		
		<p>L.4.1a - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L.4.1b - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>L.4.1c - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>L.4.1d - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>L.4.1e - Form and use prepositional phrases.</p> <p>L.4.1g - Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>L.4.2c - Use a comma before a coordinating conjunction in a compound sentence.</p>		

 **Grade 4 ELA Relationships Fiction** Whipping Boy (4-6 weeks)

In this unit, students will use fiction texts to identify the main idea, details, infer and use text evidence.

Enduring Understandings ✕
 Essential Questions ✕
 Standards ✕
 Knowledge & Skills ✕
 Academic Language ✕

<p> relationships are dynamic and can change.</p> <p> individual perspective can influence the way individuals think of others.</p> <p> fairness looks different in other cultures, countries and periods of history.</p> <p> people are not always treated fairly.</p>	<p> Does individual perspective influence one's perception of fairness?</p> <p> How do cultures, countries, and periods of history help define fairness?</p> <p> How are my views about relationships shaped by my life experiences?</p> <p> What causes relationships to change?</p>	<p>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.</p> <p>RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p> Author's Craft</p> <p> character study</p> <p> plot</p> <p> compare & contrast</p> <p> summarize</p> <p> Setting</p> <p> Schema</p> <p> Teacher led inferencing</p>	<p> conclude</p> <p> whipping boy</p> <p> compare/contrast</p> <p> defend</p> <p> deprived</p> <p> develop</p> <p> essential</p> <p> equity</p> <p> inequity</p> <p> perception</p> <p> medieval</p>
		<p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1a - 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.</p> <p>W.4.1b - Provide reasons that are supported by facts and details.</p> <p>W.4.1c - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1d - Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p> expository writing - perspective, compare/contrast</p>	

		<p>W.4.10 - 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.</p> <p>W.4.9a - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>		
		<p>RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
		<p>4.SS.PS.2 - Understand the three branches of government of the United States and how they give structure and balance to our country.</p>	 Interdependence of the three branches	
		<p>SL.4.1c - 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.</p> <p>SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6 - 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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>		

November	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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Grade 4 ELA Change Mythology (6-8 weeks)

In this unit, students will use fiction texts to identify the main idea, details, infer and use text evidence.

Beliefs

Enduring Understandings

-  You don't have to believe everything you read.
-  Ancient stories help us make sense of our world.
-  Myths explain natural events.
-  Myths teach a moral or a life lesson.
-  Literature has predictable patterns focusing on myths (good vs. evil)
-  Allusions to mythology are found in many aspects of our culture and language including literature, television, movies, advertisements and art.

Essential Questions

-  What problems could arise from believing everything you read?
-  What is it that makes change good or bad - Evaluate what makes change good or bad.

Standards

- 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.4.4 - 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.4.7 - 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.
- 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.4.10 - 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.
- 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.

Knowledge & Skills

-  Summarize a mythology text
-  Infer the theme of a myth
-  Character traits (analyze, identify)
-  Interpret language (allusion, figurative language)
-  Find patterns in literature and use evidence to explain
-  Identify and evaluate opposite perspectives (good vs. evil)
-  Recognize the importance of providing proof with ideas

Academic Language

-  summarize
-  mythology
-  belief
-  proof
-  evidence
-  infer
-  characteristics
-  allusion
-  source
-  cite
-  myths
-  Greece
-  Mount Olympus
-  Roman
-  Ancient
-  God/Goddess
-  names of Greek Gods/Goddesses
-  immortal

			<ul style="list-style-type: none">  mortal  symbols  underworld  fortune  fate
		<p>RF.4.4a - Read on-level text with purpose and understanding.</p> <p>RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	
<p> How can you prove something is true?</p>	<p>W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 - 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.</p> <p>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>W.4.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e - Provide a concluding statement or section related to the information or explanation presented.</p>	<p> Opinion Writing: Who is the greatest god/goddess?</p> <p> Informative/explanatory: What is a myth?</p> <p> Narrative Writing: Write your own myth.</p>	
<p> How do myths influence language and society?</p>	<p>L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p>		

		<p>grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L.4.4c - 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.</p>		
	<p> How do myths influence language and society?</p> <p> What shapes a person's beliefs?</p>	<p>SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		

January

Grade 4 ELA Informational Text Structures Recognizing structures enhances understandings (6-8 weeks)

Students will explore a variety of informational text structures, compare and contrast informational structures, analyze each structure format, and evaluate the purpose for each element used in the informational text structures.

Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
<p> Information is presented using a variety of formats and each form of informational text has unique elements that help to convey the information.</p> <p> People share information to inform others, persuade others, and to engage in conversation about important topics.</p>	<p> What kinds of information do people share, and what is the purpose for each?</p> <p> Why do informational text structures use different formats?</p> <p> How do the elements of each informational text structure enhance/add to the understanding of key ideas?</p>	<p>RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.3a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4a - Read on-level text with purpose and understanding.</p> <p>RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p> Students will explore a variety of informational text structures.</p> <p> Compare and contrast informational structures</p> <p> Analyze each structure format</p> <p> Evaluate the purpose for each element used in the informational text structures</p>	<p> Procedural/Interdisciplinary</p> <p> Content Specific</p> <p> informational</p> <p> structures</p> <p> organization</p> <p> features</p> <p> format</p>

	<p>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.</p> <p>RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>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.</p> <p>L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>L.4.2a - Use correct capitalization.</p> <p>L.4.2b - Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2d - Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3a - Choose words and phrases to convey ideas precisely.*</p> <p>L.4.3b - Choose punctuation for effect.*</p> <p>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.</p>		<ul style="list-style-type: none">  analyze  sequence & order (chronology)  sequence & order (how to)  cause & effect  problem & solution  compare & contrast  description  question & answer
	<p>SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on</p>		

		<p>others' ideas and expressing their own clearly.</p> <p>SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
		<p>SL.4.1a - 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.</p> <p>SL.4.1b - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.9b - 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").</p>		

February

Enduring Understandings ✕
 Essential Questions ✕
 Standards ✕
 Knowledge & Skills ✕
 Academic Language ✕

March

🏠 **Grade 4 ELA Survival** Poetry, Prose, and Drama (3-4 weeks)

In this unit, students will learn to proficiently read and comprehend a variety of poetry, prose and drama through grades 4 and 5 complex text, describe in depth character, setting or events within, explain major differences among the structural elements, and make connections among their similarities.

Poetry, Prose and Drama are a vehicle to self expression.

Enduring Understandings ✕
 Essential Questions ✕
 Standards ✕
 Knowledge & Skills ✕
 Academic Language ✕

- 🏠 The words of poetry stir up feelings and ideas in the reader or listener.
- 🏠 Literary devices are used to promote specific feelings and imagery in writing.
- 🏠 An author's mood can be

- 🏠 What is the function of poetry, prose and drama?
- 🏠 How do the differences in each of these genres affect the reader's interpretation?

- 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.

- 🏠 Identify types of poetry and its many different forms.
- 🏠 Read poetry using different expressions, voice and emotions.
- 🏠 Recognize,

- 🏠 poetry
- 🏠 personification
- 🏠 Prose

identified through his/her word choice

 Poetry can make a reader see a different perspective

 How is a reader's thoughts and opinions reshaped through poetry, prose, and drama?

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

RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 - 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.

RF.4.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

understand, analyze and identify poetry and its many poetic forms.

 Understand a variety of formats and styles of poetic verse.

 Write poetry using different poetic formulas and forms.

 Determine a theme of a story, drama, or poem and support with evidence.

 Summarize the text.

 Describe in depth character, setting, or event in a story or drama

 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama.

 Make connections between the text of a story or drama and a visual or oral presentation of the text.

 drama

 procedural

 simile

 metaphor

 alliteration

 onomatopoeia

 assonance

 consonance

 hyperbole

 rhythm

 meter

 rhyme

 verse

 stanza

 plot

 acts

 scenes

 dialogue

 setting

 stage directions

 theme

 characters

				<ul style="list-style-type: none">  conflict  point of view  Content Specific
		<p>W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>W.4.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 - 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.</p>		
		<p>SL.4.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		

April

 **Survival** Survival Unit (6-8 weeks)

Masterwork: Night of the Twisters

Theme and Character development

Enduring Understandings ✕

-  Survival is an instinctive human characteristic.
-  Survival is contingent upon the interdependence between humans and nature
-  Persistence and perseverance in pursuit of an objective can increase its success
-  Positive thinking can help people through difficult times.

Essential Questions ✕

-  How do life experiences change people?
-  In what way has perseverance helped you in your life?
-  Are there times when a person should give up?
-  Why do natural disasters occur?

Standards ✕

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.4.10 - By the end of the year, read and comprehend literature, including

Knowledge & Skills ✕

-  Infer a character's feelings or fears through his/her actions and thoughts
-  Compare and contrast different texts in terms of their approach on the topic of survival.
-  Identify the theme of story.
-  Evaluate character

Academic Language ✕

-  demonstrate
-  merchandise
-  acquire
-  identify
-  engage

 A character changes throughout a story.

 Perseverance is necessary in order to succeed.

 What can people do about natural disasters?

 How do natural disasters affect life in the United States?

 How do natural disasters impact us?

stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

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.

L.4.3c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

changes and character traits

 Compare and contrast your survival skills to one of the character/person within a text.

 conduct

 link

 integrate

 compare

 contrast

 recall

 format

 main idea

 summarize

 figurative language

 antonyms

 synonyms

 fluency

 research project

 cirrus

 authentic

 quariceps

 detoured

 mallet

 quota

 dusk

 lavender

			<ul style="list-style-type: none">  pleated  vicinities  mellow  haphazardly  gouged  coaxing  barrage  generator  gravely  choreographed  consolation  velocity  natural disaster  chaotic  meteorologist  barricaded  evacuee  debris
		<p>W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.10 - Write routinely over extended time frames (time for research, reflection,</p>	<ul style="list-style-type: none">  Write in response to text.  Narrative

	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.9a - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3c - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3e - Provide a conclusion that follows from the narrated experiences or events.</p>	
<p> How can positive thinking help you through a difficult situation?</p> <p> How are you your most valuable asset?</p>	<p>L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p>L.4.4a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4c - 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</p>	

			and phrases. L.4.5a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L.4.5c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		
			RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read with sufficient accuracy and fluency to support comprehension. RF.4.3a - 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 on-level text with purpose and understanding. RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary	 Evaluate survival stories to learn about the importance of positive thinking.	
			SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.		
May	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕ Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕ Academic Language ✕
July	Enduring Understandings ✕	Essential Questions ✕	Standards	✕	Knowledge & Skills ✕ Academic Language ✕