

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

Grade 4



Fairfield Public Schools Comprehensive Literacy Model

Grade 4 Language Arts Overview

Students in the Fairfield Public Schools are immersed in literacy through rich and varied experiences in reading, writing, speaking, listening, and viewing. Students access the curriculum through a variety of instructional practices including interactive, guided, and independent reading and writing, as well as oral, visual, and technological communication, phonics, spelling, and word study.

During the year, students will be given the opportunity to read, write, and listen to a variety of literary genres that promote deep thinking and understanding of topics, cultures, and people. Students receive explicit instruction and practice in the five areas recommended by the National Reading Panel, 2000 (comprehension, phonics, vocabulary, phonemic awareness, and fluency). Reading and writing are taught as reciprocal processes. Extended literary experiences ensure that students can understand and write in a variety of genres. Students will continually develop their ability to choose topics, plan, draft, revise, and edit their writing. The curriculum helps young writers continually expand their learning of craft, conventions, and the writing process in narrative, nonfiction, and poetry.

Word study encompasses multiple approaches to how words work. The sequence of lessons is built upon the Literacy Continuum (Fountas & Pinnell, 2007). The study of words enables students to develop automaticity and comprehension in reading and writing. This process allows them to grow in their ability to read, understand, and write more complex texts over time.

Grade 4 Language Arts Year at a Glance

Pacing Guide								
1 st Marking Period			2 nd Marking Period				3 rd Marking Period	
Launching the Year in Reading, Writing, and Word Study	Studying Characters in Fiction and Writing Personal Narrative	Reading to Infer and Summarize and Writing Like a Mentor Author	Reading Poetry and Writing Poetry	Reading Nonfiction and Writing Nonfiction	Preparing for Reading Short Text and Writing to a Prompt	Reading and Talking About Books in Clubs and Writing Feature Articles	Reading Biographies and Writing Book Reviews	Reflecting as Readers and Writers (Making Summer Plans for Literacy)

Reading Resources

FPS Units of Study for Reading Workshop
Mentor Texts (common texts used for modeling)

Writing and Word Study Resources

FPS Units of Study for Writing Workshop
Units of Study for Teaching Writing, Grades 3-5 by L. Calkins (Heinemann)
Mastering the Mechanics Grades 4-5 by L. Hoyt and T. Therriault
Month by Month Phonics and Vocabulary Grade 4 by D. Hall and P. Cunningham

Grade 4 Overview: Reading, Writing, and Word Study

Central Understandings

Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed, and heard.

Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.

Students will listen and speak to communicate ideas clearly.

Standards

- Common Core State Standards

Essential Questions

- How do students learn the expectations and routines within reading and workshop as they form the habits of highly effective readers?
- How does summarizing the main ideas or inferring the theme of a text help students comprehend?
- How do writers incorporate the craft techniques of a mentor author into their own writing?
- How does focusing on characters help readers understand a story?
- How do readers deepen comprehension by inferring?
- How do readers read, understand, and enjoy poetry? How do writers incorporate the structures and features of poetry into their own poems?
- How do we use elements of nonfiction to gather information and develop ideas?
- How do writers incorporate the features and structures of a particular genre in order to write a nonfiction piece such as feature articles and book reviews?
- How do readers transfer effective, efficient reading strategies and practices to the task of preparing to take tests?
- How do readers extend their understandings of text through conversations?
- How did I grow as a reader and a writer? What are my summer reading and writing plans?

Assessments

Universal Assessments

- Benchmark Assessment System
- FPS Writing Prompts

Targeted Assessments

- Dictation Writing

Launching the Year in Reading, Writing, and Word Study

Unit Overview

Launching Reading and Writing units were developed to familiarize students and teachers with both workshop models as, “It is important to maintain a simple, predictable structure because it is the work students do that will be changing and complex” (Calkins, 2001, page 66). The goals of reading and writing instruction are to create independent and responsible readers and writers. Students understand that they are the most vital and essential component of their community and classroom of learners.

The launching units are built upon the framework of practiced rituals and routines. These rituals and routines enable teachers and students to use class time productively. In the case of fourth graders, this unit builds upon prior knowledge of the workshop structure and provides an understanding of classroom expectations for the coming year. This unit is meant to be positive, enjoyable, and an intense social experience that will support and empower students in the efficient, effective, and confident use of all classroom literacy resources. During the launch students learn strategies to develop their knowledge of words by studying polysyllabic words, looking at word parts (prefixes, roots, and suffixes) that open up connections to other words and helps develop their visual checking system to grow as readers and writers.

Reading Big Ideas

- Live and operate as readers and members of a community of readers
- Set personal reading goals based on knowledge of self
- Evaluate texts based on readability and interest, and select appropriately
- Distinguish between a variety of genres
- Apply appropriate strategies to comprehend text and build stamina
- Monitor for meaning with increasingly complex texts
- Develop and defend multiple responses to text
- Apply strategies to read polysyllabic words
- Apply knowledge of prefixes, suffixes, and root words to develop and extend reading vocabulary

Writing Big Ideas

- Live and operate as writers and members of a community of writers
- Set personal writing goals based on knowledge of self
- Develop and share ideas for writing in order to select ideas to develop
- Organize, draft, revise, and edit to make writing better
- Increase stamina to extend writing
- Apply knowledge of prefixes, roots, and suffixes to improving spelling and develop writing
- Develop visual checking strategies when rereading
- Apply conventions to produce clear writing
- Review the keys to legibility in handwriting (shape, size, spacing, and slant)

Assessments and Progress Indicators

*Benchmark Assessment System

*FPS Fall Writing Prompt

*Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text.

READING FOR INFORMATION

Key Ideas and Details

WRITING STRAND:

Text Types and Purposes

CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CC.4.W.4 Produce clear and coherent writing in which the

<p>CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.4.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topics or subject area.</p> <p>FOUNDATIONAL SKILLS</p> <p>Phonics and Word Recognition</p> <p>CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.4.R.F.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.</p> <p>Fluency</p> <p>CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>development and organization are appropriate to task, purpose, and audience.</p> <p>CC.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>Range of Writing</p> <p>CC.4.W.10 Write routinely over extended time frames.</p>
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.4.L.2.a Use correct capitalization.</p> <p>CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.4.L.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>CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CC.4.L.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>

Studying Characters in Fiction, Writing Personal Narrative, and Word Study

Unit Overview

A study of characters is essential in teaching students to think deeply about their reading. By teaching readers to think about characters, this unit supports inferential, constructive reading, and enables the students to make the meaningful connections necessary for a deeper understanding of the text. This unit builds on what the students already know about characters, and leads them to think more deeply about the text while growing and revising ideas about characters, drawing inferences and determining character motivation.

We revisit personal narrative writing in this unit and encourage students to draw on all they already know about writing personal narratives. Students understand that writing is cumulative, as they select a seed idea based on personal experience and develop it into a powerful personal narrative. Teachers use mentor texts to teach the students how the genre is structured around family and feelings, and to demonstrate author's use of voice.

Reading Big Ideas

- Visualize character and setting and understand how it supports comprehension
- Analyze character behaviors, actions and thoughts to make predictions, connections, and/or draw conclusions
- Draw inferences about character feelings and motivations
- Develop, analyze, and revise ideas about characters using text evidence
- Use morphemes and root words from word wall to expand word-solving skills
- Explore combinations of prefixes, suffixes, and root words (e.g., *re-*, *un-*, *-er*, *-ly*)

Writing Big Ideas

- Analyze mentor text to discover structure and craft
- Apply author's craft to develop seed ideas/small moment(s)
- Expand personal narrative through elaboration and details
- Share and celebrate personal narrative
- Revise writing for word choice, sentence structure, and punctuation to precisely convey ideas
- Monitor writing through the use of an editing checklist
- Review and write manuscript (practice)

Assessments and Progress Indicators

*Running/Reading Records

*Writing Samples (Narrative)

*Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.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).

Craft and Structure

CC.4.R.L.5 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).

CC.4.R.L.6 Compare and contrast the point of view from which different

WRITING STRAND:

Text Types and Purposes

CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.

CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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

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

stories are narrated, including the difference between first- and third-person narrations.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Research to Build and Present Knowledge

CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions].”).

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.4.SL.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.

CC.4.SL.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.

CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

CC.4.SL.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.

LANGUAGE STRAND:

Conventions of Standard English

CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their)*

CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.4.L.2.a Use correct capitalization.

CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.4.L.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.

CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

Reading to Infer and Summarize, Writing Like a Mentor Author, and Word Study

Unit Overview

This month’s reading encompasses two units of study: Inferring and Summarizing. The inferring unit focuses on the skills and strategies needed for students to make inferences while reading. Our goal is for fourth grade students to construct meaning by thinking deeply about what they are reading, and to learn to infer by making personal connections between the texts they are reading and the world around them.

The summarizing unit focuses on teaching fourth grade students to recognize and organize relevant information in proper sequence to use in a summary. The students expand on their retelling of a story to determine only the most important information. The students learn to consider how summarizing the main idea of a story helps the reader to understand fiction. As writers, students are learning to study an author’s craft or style of writing and use these techniques to improve their own writing. This unit focuses on narrative writing. Students study the work of one author with the purpose of discovering the way the author crafts his/her work to have an impact on the reader. Students then select their own seed topic and apply the mentor author’s techniques to strengthen their own narratives.

Reading Big Ideas

- Preview text (author/title/genre/illustrations) and access prior knowledge to deepen understanding prior to and during reading
- Justify inferences with text evidence
- Record and share thinking (post-its, response journals, turn and talk) to grow ideas about texts
- Reread to deepen thinking
- Develop and justify inferences about author’s message
- Recognize and organize relevant information/ideas in proper sequence in order to summarize (fiction and nonfiction)
- Learn sophisticated patterns in polysyllabic words to expand reading vocabulary

Writing Big Ideas

- Analyze and critique authors’ craft techniques
- Craft and/or revise personal writing using various techniques gleaned from mentor author
- Apply knowledge of spelling and grammar to edit writing
- Publish for a specific audience
- Study sentence openers and compound sentences
- Practice uppercase and lowercase letters in cursive for legibility

Assessments and Progress Indicators

Running/Reading Records Writing Samples (Narrative) Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Craft and Structure

WRITING STRAND:

Text Types and Purposes

CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.

CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.

CC.4.R.L.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).

Integration of Knowledge and Ideas

CC.4.R.L.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.

READING FOR INFORMATION

Key Ideas and Details

CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.a Read grade-level text with purpose and understanding.

CC.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.4.SL.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.

CC.4.SL.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.

CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Production and Distribution of Writing

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

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

Research to Build and Present Knowledge

CC.4.W.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.

CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions].”).

LANGUAGE STRAND:

Conventions of Standard English

CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.4.L.2.a Use correct capitalization.

CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

CC.4.L.2.d Spell grade-appropriate words correctly, consulting

references as needed.

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.4.L.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.

CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CC.4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CC.4.L.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).

Reading Poetry, Writing Poetry, and Word Study

Unit Overview

This month, students will read, write, and respond to poetry. Students will be exposed to a wide variety of poetic forms. In the reading unit, students will read and react to poetry. Students will learn how to use techniques used in poetry (line breaks, white space, and punctuation) to read with appropriate fluency and expression. They will also infer the tone of the poem in order to read it well. They will learn to support their interpretations with evidence. Students will react to poetry (orally and in writing) and share these reactions with peers and teachers.

In the writing unit, students will craft a variety of poems. Students will use mentor poems as models for their own writing. They will select their own topics. Students will learn how to use line breaks, white space, and punctuation in order to communicate their message or idea. Students will bring their poetry through the writing process, from rehearsal to final draft.

Reading Big Ideas

- Read poetry for personal enjoyment
- Use poetic structure to read fluently
- Adjust pacing and rhythm of reading to reflect meaning
- Analyze author's craft and literary devices (words, phrase, metaphor, simile) to determine meaning
- Reflect on and respond to poetry (theme, big idea, structure, point of view) individually and with others
- Explore prefixes, suffixes, and root words to expand word knowledge (e.g., *non-*, *re-*, *-ment*, *-ous*, etc.)
- Improve visual scanning and checking abilities by considering spelling patterns and phonograms

Writing Big Ideas

- Examine a variety of poetic forms
- Revisit seed ideas with an eye for poetry
- Craft seed ideas in a variety of poetic forms
- Choose punctuation, line breaks, and white space to effectively communicate a message through poetry
- Rehearse, draft, and revise poems for specific purposes and audiences
- Use technology to publish, share, and celebrate poetry
- Use verbs as powerful descriptors
- Use single and double subjects in writing
- Handwriting maintenance

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Poetry) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Craft and Structure

CC.4.R.L.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

WRITING STRAND:

Text Types and Purposes

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

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

Production and Distribution of Writing

CC.4.W.6 With some guidance and support from adults, use technology,

(e.g., Herculean).

CC.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

Integration of Knowledge and Ideas

CC.4.R.L.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.

Range of Reading and Level of Text Complexity

CC.4.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry in grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.a Read grade-level text with purpose and understanding.

CC.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.4.SL.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.

CC.4.SL.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.

CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

CC.4.SL.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.

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.

LANGUAGE STRAND:

Conventions of Standard English

CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.4.L.3a Choose words and phrases to convey ideas precisely.

CC.4.L.3b Choose punctuation for effect.

Vocabulary Acquisition and Use

CC.4.L.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.

CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CC.4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

CC.4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CC.4.L.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).

Reading Nonfiction, Writing Nonfiction, and Word Study

Unit Overview

In this reading unit, students learn to use the features of nonfiction text to comprehend sections of text and to determine the overall main idea. They will learn how to read text with more complex vocabulary and discover the various nonfiction text structures in order to better understand what they are reading. Students will develop questions to guide their reading, determine important information, differentiate between fact and opinion, and summarize their reading.

In writing, the class will delve deeply into an inquiry unit of nonfiction writing. Students use elements of past learning of nonfiction texts to apply to nonfiction writing. Students will choose their own topics and present to an audience. Student and teacher use time to look at the essential elements of a study of writing to hone drafting a piece. A process of revisiting, revising, and eventually publishing a piece to share learning follows this unit.

Reading Big Ideas

- Preview text features to activate prior knowledge, make meaningful predictions and establish a purpose for reading
- Identify or infer main ideas (implied and/or stated) and support thinking with text-based details
- Apply appropriate strategies to understand increasingly complex vocabulary
- Identify text structures (e.g., cause/effect, sequence, description, compare/contrast, problem/solution) and begin to apply this knowledge to build understanding
- Develop and ask questions to extend understanding
- Share and validate ideas, opinions, and judgments about text
- Distinguish between fact and opinion
- Explore prefixes, suffixes and root words to expand word knowledge (e.g., *ir-*, *dis-*, *mis-*, *-ible*, *-ance*, etc.)

Writing Big Ideas

- Develop strategies for choosing seed ideas to expand/revise
- Use a variety of resources to research or prepare for writing
- Analyze and apply elements of the genre of nonfiction
- Rehearse, draft, revise, and edit for specific purposes and audiences
- Use punctuation effectively
- Study word patterns to develop and check spelling in writing
- Practice cursive writing

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Nonfiction) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR INFORMATION

Key Ideas and Details

CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.R.I.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on

WRITING STRAND:

Text Types and Purposes

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.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.

CC.4.W.1.b Purposes: Provide reasons that are supported by facts and details.

specific information in the text.

Craft and Structure

CC.4.R.I.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.

CC.4.R.I.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.

Integration of Knowledge and Ideas

CC.4.R.I.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.

CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.a Read grade-level text with purpose and understanding.

CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.4.SL.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.

CC.4.SL.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.

CC.4.SL.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.

Presentation of Knowledge and Ideas

CC.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an

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

CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.

CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge

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

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

LANGUAGE STRAND:

Conventions of Standard English

CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.4.L.2.a Use correct capitalization.

CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.4.SL.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.

CC.4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.

CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.4.L.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);

Vocabulary Acquisition and Use

CC.4.L.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.

CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

CC.4.L.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).

Preparing to Read Short Text, Writing to a Prompt, and Word Study

Unit Overview

This unit focuses on preparing students to meet the challenge of the reading tests. The rich curriculum that third grade students are exposed to offers scaffolding so they become independent, proficient readers, writers, and thinkers. For students to do well on reading tests, they also need to understand how the test works, how test makers think, and how to display their knowledge in the way the test requires. This unit provides lessons to help students understand test reading as a genre by using short texts and practice materials to show students how the test works. Simply having students practice taking tests does not effectively prepare them. With instruction, discussion, and analysis of such issues as why some answers are better than others, why the student writing was scored the way it was, and how to be strategic with different types of questions, students will improve in their test-taking strategies.

In writing, students will review how to write to a prompt. Students will review strategies for coming up with topics, planning and organizing their writing, elaborating and writing fluently. Students learn how to think, plan, and draft an extended idea efficiently within a given time.

Reading Big Ideas

- Form a general understanding within a variety of texts/genres
- Develop an interpretation in a variety of texts/genres
- Make connections in and across a variety of texts/genres
- Examine content and structure
- Determine purpose for reading
- Learn how to read test questions closely and carefully
- Locate pertinent information in text to use as text evidence
- Write about reading to demonstrate understanding
- Explore prefixes, suffixes, and root words to expand word knowledge (e.g., *de-*, *inter-*, *-ize*, *-sion*, etc.)

Writing Big Ideas

- Select topics that address the prompt
- Organize, draft, and revise prompt
- Improve writing through elaboration and details
- Assess writing using a writing rubric
- Improve writing based on feedback
- Study the use of proper nouns and pronouns to avoid redundancy in writing
- Study spelling patterns to check writing
- Apply what has been learned in handwriting

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CC.4.R.L.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

WRITING STRAND: Text Types and Purposes

CC.4.W.1.b Purposes: Provide reasons that are supported by facts and details.
CC.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CC.4.W.2.e Provide a concluding statement or section related to the

actions).

Craft and Structure

CC.4.R.L.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).

READING FOR INFORMATION

Key Ideas and Details

CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.R.I.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.

Craft and Structure

CC.4.R.I.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.

CC.4.R.I.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.

Integration of Knowledge and Ideas

CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.a Read grade-level text with purpose and understanding.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.4.SL.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.

CC.4.SL.1.a Come to discussions prepared, having read or studied required

information or explanation presented.

CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.

CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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

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

Research to Build and Present Knowledge

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words or actions].").

LANGUAGE STRAND:

Conventions of Standard English

CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.4.L.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.4.SL.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.

CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CC.4.L.1b Form and use the progressive (e.g., *I was walking, I am walking, I will be walking*) verb tenses.

CC.4.L.1c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

CC.4.L.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than a *red small bag*).

CC.4.L.1e Form and use prepositional phrases.

CC.4.L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CC.4.L.1g Correctly use frequently confused words (e.g., *to, too, two; there, their*).

CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.4.L.2.a Use correct capitalization.

CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

CC.4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.

CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.4.L.3a Choose words and phrases to convey ideas precisely.

CC.4.L.3b Choose punctuation for effect.

Vocabulary Acquisition and Use

CC.4.L.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.

CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

CC.4.L.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).

Reading and Talking About Books in Clubs, Writing Feature Articles, and Word Study

Unit Overview

This reading unit provides students with the skills and strategies needed to think and converse well about the texts they read. The unit establishes expectations and routines for book club as readers learn how to extend their understanding of text through conversations about books. They learn to identify the types of questions and topics that lead to powerful discussions, to stay on one topic for long periods of time, and to reflect on these conversations in order to improve the quality of discussions. Students also learn how to use conversations to foster deeper levels of thinking.

As writers, students learn to write feature articles. They study mentor texts to discover topics, structure, and craft. They select their own topic and determine an angle to take with their topic. They bring the piece through rehearsal, drafting, revising, and editing, and use technology to publish and share with an audience.

Reading Big Ideas

- Select texts and establish expectations and routines for book clubs
- Develop, reflect, and revise thinking based on discourse about texts
- Develop ideas and opinions that will lead to talking well about books
- Make inferences about characters, themes, issues, points of view, authors' purpose, and messages, and validate with text evidence
- Lift the level of critical thinking through reading and talking
- Explore prefixes and root words to expand word knowledge (e.g., *anti-*, *mid-*, *fore-*, *semi-*, etc.)

Writing Big Ideas

- Analyze mentor texts to discover topics, structure, and craft
- Select topics for feature articles
- Determine the angle to take with a topic
- Defend selected angle with clear and parallel supporting details
- Draft, revise, and edit feature articles
- Apply research skills to find information to improve feature articles
- Use technology to publish and share feature articles
- Study verb forms and adjectives to expand writing and message
- Learn to write quickly, easily, and legibly

Assessments and Progress Indicators

*Running/Reading Records

*Writing Samples (Feature Article)

*Reader Response

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.4.R.L.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

WRITING STRAND:

Text Types and Purposes

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.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.

CC.4.W.1.b Purposes: Provide reasons that are supported by facts and details.

actions).

Craft and Structure

CC.4.R.L.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).

CC.4.R.L.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

CC.4.R.L.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.

READING FOR INFORMATION

Key Ideas and Details

CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.R.I.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.

Craft and Structure

CC.4.R.I.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.a Read grade-level text with purpose and understanding.

CC.4.W.1.c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

CC.4.W.1.d Provide a concluding statement or section related to the opinion presented.

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

CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CC.4.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

CC.4.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.

Production and Distribution of Writing

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

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

CC.4.W.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.

Research to Build and Present Knowledge

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions].”).

<p>CC.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.4.SL.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> <p>CC.4.SL.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.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.4.L.2.a Use correct capitalization.</p> <p>CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CC.4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>Vocabulary Acquisition and Use</p> <p>CC.4.L.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>CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>CC.4.L.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>

Reading Biographies, Writing Book Reviews, and Word Study

Unit Overview

This reading unit expands on the previous month's unit to provide students with practice and experience in thinking and speaking well about the texts they read. The book clubs focus on biography, and provide the students with the support they need to explore biographies. They think and engage in conversations across biographical texts about the same person and learn to consider author's purpose and bias. They develop ideas about events, people, time, and place while reading biographies, and lift their level of critical thinking through conversation.

In writing book reviews, students learn to use evidence from their reading to formulate an opinion and draw a conclusion. They will also have opportunities to use persuasion in speaking and writing to present an argument for or against texts and ideas.

Reading Big Ideas

- Make inferences about characters, themes, issues, points of view, authors' purposes and messages, and validate with text evidence
- Develop ideas/opinions that will lead to talking well about books
- Make meaningful connections within and across texts and topics
- Listen and respond to ideas in ways that deepen and extend the group's thinking
- Reflect, revise, and extend thinking based on reading and talking with peers
- Write about reading to develop and expand ideas
- Review knowledge of prefixes, suffixes, and root words to decode polysyllabic words

Writing Big Ideas

- Study mentor book reviews and determine purpose, structure, and craft
- Select text for personal book review
- Take a stance about a book and defend it with evidence
- Draft, revise, and edit writing for a particular audience
- Publish and share book reviews with peers
- Study and review verb tenses, transition words, and homophones to expand variety in writing
- Expand knowledge of spelling patterns and visual scanning of spelling usage in writing
- Continue cursive writing practice

Assessments and Progress Indicators

Running/Reading Records

Writing Samples (Book Review)

*Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.4.R.L.3 Describe in depth a character, setting, or event in a story or drama,

WRITING STRAND:

Text Types and Purposes

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.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.

CC.4.W.1.b Purposes: Provide reasons that are supported by facts and

drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Craft and Structure

CC.4.R.L.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).

CC.4.R.L.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

CC.4.R.L.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.

READING FOR INFORMATION

Key Ideas and Details

CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.4.R.I.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.

Craft and Structure

CC.4.R.I.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.

CC.4.R.I.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.

CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

details.

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

CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CC.4.W.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

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

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

CC.4.W.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.

Research to Build and Present Knowledge

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions].”).

<p>CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.4.R.F.4.a Read grade-level text with purpose and understanding.</p> <p>CC.4.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>CC.4.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.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.</p> <p>CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.4.SL.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> <p>CC.4.SL.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.</p>	<p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>CC.4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>Vocabulary Acquisition and Use</p> <p>CC.4.L.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>CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CC.4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CC.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.4.L.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>

Reflecting as Readers and Writers (Making Summer Plans for Literacy) and Word Study

Unit Overview

Students reflect on how they have grown as readers and writers across the year. They review reading logs, notebooks, and their writing folders in an effort to identify specific examples of how their literacy has developed. Students stop to celebrate their achievements.

Students develop plans for their reading and writing over the summer. They consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. These plans are discussed with teachers and parents, and students decide on ways to measure the successful implementation of their plans.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> • Reflect on reading growth and preferences (genres, authors, series) • Make summer reading plans based on trends and conclusions • Celebrate reading growth • Plan to develop strategies to learn polysyllabic words across the summer 	<ul style="list-style-type: none"> • Reflect on writing growth and preferences • Make summer writing plans based on trends and conclusions • Develop a process to extend and revise writing during the summer
Assessments and Progress Indicators *Benchmark Reading Assessment *Writing Samples (Writing Prompt/student choice) *Reader Response	

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.4.R.L.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.L.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CC.4.R.L.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).

Craft and Structure

CC.4.R.L.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).

WRITING STRAND:

Text Types and Purposes

CC.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.4.W.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.

CC.4.W.1.b Purposes: Provide reasons that are supported by facts and details.

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

CC.4.W.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CC.4.W.2.c Link ideas within categories of information using words and

CC.4.R.L.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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.

Integration of Knowledge and Ideas

CC.4.R.L.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.

Range of Reading and Level of Text Complexity

CC.4.R.L. 10 By the end of the year, read and comprehend literature, including stories, dramas and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING FOR INFORMATION

Key Ideas and Details

CC.4.R.I.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC.4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Integration of Knowledge and Ideas

CC.4.R.I.8 Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity

CC.4.R.I. 10 By the end of the 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.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.4.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.4.R.F.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.

Fluency

CC.4.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.4.R.F.4.a Read grade-level text with purpose and understanding.

phrases (e.g., another, for example, also, because).

CC.4.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.4.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.

CC.4.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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

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

CC.4.W.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.

Research to Build and Present Knowledge

CC.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

CC.4.W.9.a Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words or actions].”).

Range of Writing

CC.4.W.10 Write routinely over extended time frames.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.4.SL.1 Engage effectively in a range of collaborative discussions (one-

LANGUAGE STRAND:

Conventions of Standard English

CC.4.L.1 Demonstrate command of the conventions of standard English

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.

CC.4.SL.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.

CC.4.SL.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.

CC.4.SL.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CC.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Presentation of Knowledge and Ideas

CC.4.SL.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.

CC.4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CC.4.SL.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.

grammar and usage when writing or speaking.

CC.4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CC.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

CC.4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.

CC.4.L.2.d Spell grade-appropriate words correctly, consulting references as needed.

CC.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

CC.4.L.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.

CC.4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CC.4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

CC.4.L.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).