

4th Grade: Language Arts Curriculum

Writing Unit: Personal Narrative	Time: September-November	Standards:
Essential Questions	Enduring Understandings	
<ul style="list-style-type: none">• What is a personal narrative?• What are the steps in the writing process?• How can I organize my thoughts when writing?• What elements are necessary to write a personal narrative?• How can I grab my reader's attention?• How can I have closure to my writing?• What will make my writing make sense chronologically?• What makes writing more interesting?	<ul style="list-style-type: none">• I can define and write a personal narrative.• I can write a personal narrative by following the writing process, including brainstorming, writing, revision, editing, and publishing using the computer.• I can use a graphic organizer to help write a personal narrative.• I can write a personal narrative including characters, setting, problem and solution.• I can grab the reader's attention by using a strong lead.• I can add a satisfying ending to my writing to ensure closure.• I can correctly use transition words to show a change in time.• I can use strong verbs, specific nouns, and dialogue to make my writing more interesting.	<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.C. Use a variety of transitional words and phrases to manage the sequence of events.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.E. Provide a conclusion that follows from the narrated experiences or events. <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>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Use correct capitalization.B. Use commas and quotation marks to mark direct speech and quotations from a text.C. Use a comma before a coordinating conjunction in a compound sentence.D. Spell grade-appropriate words correctly, consulting references as needed. <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">A. Choose words and phrases to convey ideas precisely.*B. Choose punctuation for effect.*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>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> <ul style="list-style-type: none">A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4th Grade: Language Arts Curriculum

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

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Benchmark Assessment(s)

- SWBAT compose a personal narrative composition following the steps of the writing process. Student writing should include an introduction, events organized sequentially, correct use of dialogue, transitional words and phrases, sensory details, and a conclusion. (W.4.3, W.4.4)
- SWBAT demonstrate the ability to correctly proofread and edit a peer's writing for capitalization, punctuation, and spelling using a teacher created rubric. (L.4.2, L.4.4)
- SWBAT critique peer's writing as well as propose suggestions for improvement through discussion using a teacher created checklist. (SL.4.1)
- SWBAT demonstrate participation in critique discussions and mini lesson activities using a teacher created checklist (L.4.3, SL.4.1)

Other Assessments

- ✓ Teacher observation of group participation
- ✓ Work completed in a timely manner
- ✓ Individual conferences with students to review writing
- ✓ Peer conferences and editing

Materials

- Words Their Way
- Mentor texts (see suggestions for list of recommendations)
- Teacher created Personal Narrative Rubric
- Post-its
- Crayons/ colored pencils
- Hi-lighters
- Computer access with printer
- Writing paper or notebooks (1 per student)
- Various examples of graphic organizers

4th Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Introduce procedure and expectations for Writer’s Workshop including coming to the carpet for a mini-lesson using a mentor text, practicing a skill together and individually, and sharing student writing pieces.
- Model sharing a writing piece and have students give suggestions to make improvements, as well as positive comments.
- Provide students with samples of suggestions and/or praise for peer writing.
- Provide students with handout with a heart shape or have them draw a heart in their notebook. Students draw lines in the heart to show different parts with a minimum of six spaces. Model how to fill in the heart with objects, people, and/or events that are important to you. Allow students several minutes to fill in their “heart”. This can be added to throughout the year and used to come up with topics for writing.
- Create an anchor chart defining a Personal Narrative and provide example writing topics. (“How to write a personal narrative”)
- Introduce a variety of graphic organizers to the group. Remind them that graphic organizers help the author keep their thoughts organized before they write, but today you are going to work backwards to see what this author’s brainstorming may have looked like. Read the mentor text aloud to the student and point out important aspects of the text. Work with the students to create and fill in a graphic organizer using the mentor text. Students create a graphic organizer of their choice to brainstorm an event in their life.
- Ask students how they can get someone’s attention. Why is it important to grab the reader’s attention? Provide students with 4 cards, labeled with the following: emotion/feeling, action, dialogue, description. Provide 4 more cards in a different color with examples of each of the different types of “hooks” to get the audience’s attention. Students work with a partner or small group to match the beginning with the corresponding example. Review as a class and discuss which each student feels would be most effective and why. Process can be repeated for endings/closures to writing with the following: reflective/circular, hopes/wishes, moral/lesson learned, and decision.
- Students practice making writing more interesting by using vivid verbs, specific nouns, and adjectives. Provide students with an index card with a very simple sentence written on it. Students will improve the sentence by making it more interesting. (Example: The cat is hungry... The beautiful orange Tabby cat was starving.) Students work with a partner to search for sentences in one of their previous writing pieces that they can improve.
- As a class, brainstorm transition words and create an anchor chart.
- Provide practice using specific nouns by giving students text with the word “it” used throughout. Students work with a partner or small group to change the word “it” to specific nouns. Share stories to show how they have changed with specific nouns added.
- Play Mad-Libs to practice parts of speech. Students pick a “boring word” and a “vivid word” for each and decide which is going to make their story more interesting.
- For practicing better word choice: Each student has a white board. Post an overused word on the board, such as “said”. Give students a certain amount of time to come up with as many alternatives for the word as possible. Record and use as an anchor chart.

REINFORCEMENT

- Distribute lists of generic topics students can use as a reference for writing.
- Provide students with completed samples of graphic organizers
- Allow students to use copies of created graphic organizers to fill in.
- Students will be given a handout with samples of different ways to start and end their writing.
- Provide samples of time, place, idea, and summarizing transition words. Students circle designated number of samples to use in their writing.

ENRICHMENT

- Students identify story elements (Characters, setting, problem, solution) in their writing using different colored pencils to underline sentences.
- Peer edit student writing.
- Write several different openings for the same story using a variety of strategies.
- Write several different endings for the same story using a variety of strategies.

4th Grade: Language Arts Curriculum

- Dialogue: Draw cartoons with speech bubbles. Under the pictures, write the dialogue using correct comma and quotation mark placement.
- give examples of narrative writing
- point out transitional words/phrases in text
- illustrate their narrative writing

Suggested Websites

- www.brainpop.com (Videos and quizzes: Types of writing, prewriting, writing process, strengthening sentences, dialogue, adjectives, nouns, parts of speech)
- www.discoveryeducation.com
- www.readwritethink.org (LESSONS: Writing a Movie: Summarizing and Rereading a Film Script, Creating Comics and Cartoons, Once They're Hooked, Reel Them In: Writing Good Endings, Fishing for Readers: Identifying and Writing Effective Opening "Hooks")

Suggested Materials

- *Mama Had a Dancing Heart* by Libba Gray
- *Fireflies!* by Julie Brinkloe
- *The Relatives Came* by Cynthia Rylant
- *Salt Hands* by Jane Aragon
- *My Rotten Red-Headed Older Brother* by Patricia Polacco
- *Grandpa's Face* by Eloise Greenfield
- *Shortcut* by Donald Crews
- *In November* by Cynthia Rylant
- *Bee Tree* by Patricia Polacco
- *The Memory String* by Eve Bunting
- *Owl Moon* by Jane Yolen
- *Wilfred Gordon McDonald Partridge* by Mem Fox

- *Strong to the Hoop* by Leslie Jean-Bart
- *Oma's Quilt* by Paulette Bourgeois
- *Saturdays and Teacakes* by Lester Laminack
- *Meanwhile* by Jules Feiffer
- *Come On, Rain* by Karen Hesse
- *When I Was young in the Mountains* by Cynthia Rylant
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Punctuation Takes a Vacation* by Robin Pulver
- *A Chair for My Mother* by Vera B. Williams
- Sample graphic organizers
- Samples of openings and closing
- Various colors of index cards

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

Social Studies- Compose a writing piece about a place they visited.

4th Grade: Language Arts Curriculum

Writing Unit: Informational (Biography)	Time: November-January	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• How is informational writing different from a narrative?• What are ways that the topic can be supported?• Where can I find information for a nonfiction topic?• How is information recorded after it is collected?• What strategies can I use to make informational writing more interesting?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can explain the differences between informational writing and narrative writing.• I can support my topic with facts, definitions, concrete details, text evidence, and examples related to the topic.• I can find facts on a nonfiction topic from books and credible sites on the internet.• I can take notes on a topic.• I can site books and websites where I found information on my topic.• I can make my writing more interesting by using figurative language such as similes, metaphors, and idioms.	<p>Standards:</p> <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">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.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).D. Use precise language and domain-specific vocabulary to inform about or explain the topic.E. Provide a conclusion related to the information or explanation presented. <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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</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.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">A. Apply <i>grade 4 Reading standards</i> 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].”).B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Use correct capitalization.

4th Grade: Language Arts Curriculum

- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.*
- B. Choose punctuation for effect.*
- 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).

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.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- 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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

4th Grade: Language Arts Curriculum

Benchmark Assessment(s)

- SWBAT compose an informative composition about a historical person following the steps of the writing process. Students will publish their writing in Microsoft Word. Writing should include an introduction of the topic and group related information in paragraphs and sections (including formatting, illustrations, and multimedia when useful to aiding comprehension); organize the events sequentially; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; provide a concluding statement or section related to the information or explanation presented; type at least one page. SWBAT examine writing for correct use of conventions such as spelling, grammar, and punctuation using a teacher created rubric/checklist. SWBAT demonstrate correct usage of similes, metaphors, and idioms as well a domain specific vocabulary within their writing. (W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6)

Other Assessments

- ✓ teacher observation of student participation
- ✓ whole group, small group, partner and one-on-one discussions on topic

Materials

- Words Their Way
- Mentor texts (see suggestions for list of recommendations)
- Teacher created Informational Writing Rubric
- Post-its
- Crayons/ colored pencils
- Hi-lighters
- Computer access with printer
- Writing paper or notebooks (1 per student)
- Various examples of graphic organizers
- Variety of biography books (1 per student)
- various colors of sentence strip

SUGGESTED ACTIVITIES

- Compare a fiction and nonfiction book with the same topic. Create a t-chart to show the differences in the two types of text. Display as an anchor chart.
- Create an expert list: Students list topics that they believe they are an expert on. This would allow them to create informational writing about that topic at a later date.
- Students choose a topic from their “expert list” and write down as many facts about their chosen topic as possible. If they cannot create a large list for the chosen topic, that is ok. This will give them a better idea of the amount of information needed to be an actual expert.
- Narrow or broaden your topic: Provide students with a very broad topic, such as animals, and allow them a certain amount of time to write about the given topic. Discuss what was difficult and what was easy about the assignment. Repeat the process, but allow students to narrow down the topic to something more specific, such as what a certain animal eats. Compare and share writing.
- Subtopics: As a class, decide what subtopics will be necessary for the research project. When writing a biography uses the following subtopics: Introduction, Life, Accomplishments. Create 3 envelopes for each subtopic. While taking notes place each fact into the appropriate envelope.

REINFORCEMENT

- Provide students will a copy of anchor charts to keep in their writing folder as a personal reference.
- Give students an “expert list” with generic topics such as: my family, my pets, food, school
- Allow student to create a bulleted list or draw pictures to brainstorm topics.
- Topic sentence “Idea starters” handout
- Provide students with important information and allow them to write paragraph with that information.
- Allow student to orally dictate information to a peer or teacher

4th Grade: Language Arts Curriculum

- Note taking practice: Break students into 4 groups. Provide each group with a nonfiction passage. As a group, high-light important information and copy onto index cards only writing the facts.
- Chronological order: As a class read informational text about a famous person. The text must include several dates. Students will take notes on post-its and place in the correct order. With a partner, students will create a timeline on sentence strip using the events and dates in the correct order. Illustrate events.
- Ask students how they can get someone's attention. Why is it important to grab the reader's attention? Provide students with 3 cards, labeled with the following: question, fact, description. Provide 3 more cards in a different color with examples of each of the different types of "hooks" to get the audience's attention. Students work with a partner or small group to match the beginning with the corresponding example. Review as a class and discuss which each student feels would be most effective and why. Process can be repeated for endings/closures to writing with the following lead ins: as you can see, it is clear that, without a doubt, clearly, certainly.
- Body format of a paragraph: (Topic, detail, detail, detail, closure) Break students into small groups. Provide each group with 5 sentence strips with sentences written on them. The group will place the sentences in the correct order to create a paragraph.
- Correct information: The teacher provides students with various paragraphs. With a partner, the students will decide which information in the paragraph does not belong and high-light the sentence. Students discuss why the sentence does not belong.
- Sentence variety: Students will use one of their previous writing pieces to check for a variety of sentence structures. Circle the first word of every sentence and count the number of words in each sentence and write the number above the sentence. If the beginning word is repeated, work with a partner to brainstorm alternatives. Same process for the number of words in a sentence.
- Revision checklist
- Editing checklist

ENRICHMENT

- Students create a pyramid of narrowing down their topic. For example: Animals →Dogs →Labs →My pet lab →Ralph, my family dog
- Allow students to use a variety of sources outside of those provided for research
- peer review and editing
- Students work with a partner and create a biography about their partner

Suggested Websites

- www.brainpop.com (VIDEOS AND QUIZZES: Adjectives; Antonyms, Synonyms, and Homonyms; Dialogue; Idioms and Clichés; Biography; Book Report, Citing Sources; Five Paragraph Essay; Paraphrasing; Plagiarism; Show, Not Tell; Types of Writing)
- www.discoveryeducation.com (LESSONS: Creating Family Timelines: Graphing Family Memories and Significant Events)
- www.newsela.com (nonfiction passages/current events)
- www.readworks.org (nonfiction passages)
- www.funbrain.com
- www.learninggamesforkids.com

Suggested Materials

- *A Drop of Water* by Walker Wick
- *Animal Dads* by Sneed B. Collard
- *Chameleons are Cool* by Martin Jenkins
- *Caribou Journey* by Debbie S. Miller
- *Dakota Dugout* by Ann Turner
- *Desert Animal Adaptations* by Julie Ann Murphy
- *Honeybees* by Deborah Heiligman
- *In the Deep-Sea Floor* by Sneed Collard
- *Marshes and Swamps* by Gail Gibbons
- *Owls* by Gail Gibbons
- *Sharks* by Gary Lopez
- *Take a Backyard Walk* by Jane Kirkland
- *Take a Beach Walk* by Jane Kirkland
- *The Great Fire* by Jim Murphy
- *The Great Kapok Tree* by Lynne Cherry

4th Grade: Language Arts Curriculum

- *The Man Who Walked Between the Towers* by Mordicai Gerstein

Cross-Curricular Connections

21st Century Skills

- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP11. Use technology to enhance productivity.

Technology

- 8.1.5.A.1 *Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems*
- 8.1.5.A.2 *Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures*
- 8.1.5.A.3 *Use a graphic organizer to organize information about a problem or issue*
- 8.1.5.D.1 *Understand the need for and use of copyrights*
- 8.1.5.D.3 *Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.*

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

Science

Write a biography about a scientist.

4th Grade: Language Arts Curriculum

Writing Unit: Compare & Contrast	Time: January-March	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• How do I introduce a topic clearly, state an opinion, and create a structure that has related ideas to support the writer’s purpose?• How do I provide reasons that are supported by facts and details?• How do I develop and strengthen my writing as needed by planning, revising, and editing?• How do I use technology to produce and publish writing and interact and collaborate with others?• How do I write routinely over extended time frames and shorter time frames for a range of purposes?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can use a variety of openings to introduce my writing in a compare and contrast composition.• I can support my ideas by using specific facts and details in my writing.• I can improve my writing by proofreading and editing for spelling, punctuation, and content.• I can use technology to publish my writing and assist in proofreading my work.• I can write for an extended period of time by following the steps of the writing process.	<p>Standards:</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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">A. Apply <i>grade 4 Reading standards</i> 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].”).B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).E. Form and use prepositional phrases.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">A. Use correct capitalization.B. Use commas and quotation marks to mark direct speech and quotations from a text.C. Use a comma before a coordinating conjunction in a compound sentence.D. Spell grade-appropriate words correctly, consulting references as needed. <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

4th Grade: Language Arts Curriculum

	<p>A. Choose words and phrases to convey ideas precisely.* B. Choose punctuation for effect.*</p> <p>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.</p> <p>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.</p> <p>RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>Benchmark Assessment(s)</p> <p>➤ SWBAT compose and publish a compare and contrast essay on two poems about the same topic. Essays should use evidence from the text using correct conventions and formatting. Writing should include the correct usage of relative pronouns, progressive verb tenses, modal auxiliaries to convey various conditions, order of adjectives, prepositional phrases, complete sentences, and commonly confused words. Students should address the differences in the author’s point of view. This benchmark will be assessed through a teacher created rubric (W.4.4, W.4.5, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3. RL.4.5, RL.4.6, RL.4.9)</p>	<p>Other Assessments</p> <ul style="list-style-type: none">✓ Teacher of student observation in discussions of sharing writing.✓ Observation of student participation of constructive criticism of peer writing.✓ Checklist/rubric for peer editing <p>Materials</p> <ul style="list-style-type: none">• Words Their Way• computer with internet access• printers• Teacher created opinion writing rubric• teacher created conventions (spelling, grammar, punctuation, capitalization) rubric• a variety of poetry samples (Haiku, Cinquain, Diamante, Acrostic, etc.)• Interactive NB copies• Student Interactive NBs• Writer’s Notebooks (1 per student)• crayons/colored pencils• construction paper, scissors, glue, various colors of high-lighters• copies of Venn diagrams• Large Venn diagram for board or on Smartboard

4th Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Ask students to quick write for 5 minutes to respond to the prompt: “What is poetry?” Students may work with partners or small groups to brainstorm ideas. Share and discuss as a whole class.
- Discuss the purpose for reading. What are strategies we use when reading fiction? nonfiction? Explain to students that the same strategies are needed when reading poetry (preview the text, visualizing, setting a purpose, asking questions)
- Display a poem on the Smartboard. Have students make predictions about the poem. Lead a discussion about the poem that helps the students figure out the main idea.
- Students create a poetry poster: Students choose a topic and compose a variety of poetry based on that topic including a Diamante poem, a Cinquain, an Acrostic, and a Haiku.
- www.readwritethink.org : Color Poems lesson, What makes poetry? lesson (see links below)
- Interactive Notebook Lessons: Allusions (p57-59), Poetry (p0-62), Drama (p63-65), Prose (p68-69), Compare and Contrast (p74-75), Combining Texts (p113-115).
- Model and practice comparing and contrasting fiction and nonfiction text using a Venn Diagram.
- Model comparing two poems using a Venn Diagram.
- Close reading poetry using high-lighters. Read the poem or text several times, identifying different aspects in the text during each read.

REINFORCEMENT

- Provide students with an outline for writing poems such as a Diamante, Cinquain, or Haiku
- Provide students with sample copies of different types of poems to keep in their writing folders.
- Illustrate poetry to show understanding.

ENRICHMENT

- Allow students to write free form poetry and share with the class.
- Go on a “Poetry Hunt” and look for a variety of poetry structures in the library.
- Students read a nonfiction article and write poetry based on the article.

Suggested Websites

- **Types of poetry:** <http://web.archive.org/web/20130810150842/http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html>
 - **Poetrycollectionchecklist:** http://www.readwritethink.org/files/resources/lesson_images/lesson351/checklist.pdf
- Color poems lesson: <http://www.readwritethink.org/classroom-resources/lesson-plans/color-poems-using-five-375.html?tab=4#tabs>
- What makes poetry? Lesson: <http://www.readwritethink.org/classroom-resources/lesson-plans/what-makes-poetry-exploring-88.html>
- www.brainpop.com
 - www.discoveryeducation.com
 - www.newsela.com
 - www.readworks.org
 - www.funbrain.com
 - www.learninggamesforkids.com

Suggested Materials

- Poetry Collection Checklist
- Format sheet for Cinquain poems
- Format sheet for Diamante poems
- Format sheet for Haiku poems

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

4th Grade: Language Arts Curriculum

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

Science

Compare and contrast animal habitats.

4th Grade: Language Arts Curriculum

Writing Unit: Opinion		Time: April- June	Standards:
Essential Questions <ul style="list-style-type: none">• How do I write opinion pieces on topics and support a point of view with reasons?• How do I provide reasons that are supported by facts?• How do I link opinion and reasons using words and phrases?• How do I produce a clear coherent writing that is developed and organized and is appropriate to take, purpose, and audience?• How do I develop and strengthen my writing as needed by planning, revising, and editing.• How do I use technology to produce and publish writing and interact and collaborate with others?• How do I engage effectively in a range of discussions with peers on diverse topics?	Enduring Understandings <ul style="list-style-type: none">• I can write an opinion piece and stay on topic by supporting my opinion with specific reasons and evidence.• I can link my opinion with reasons and evidence by using specific words and phrases, such as for instance, in order to, and in addition to.• I can produce clear and organized writing by following the steps of the writing process, including planning, revising, and editing.• I can use technology to publish writing and collaborate with others through proofreading and editing.• I can engage in a discussion with my peers on a variety of diverse topics.	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none">A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.B. Provide reasons that are supported by facts from texts and/or other sources.C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).D. Provide a conclusion related to the opinion presented <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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">A. Apply <i>grade 4 Reading standards</i> 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].”).B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).E. Form and use prepositional phrases.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	

4th Grade: Language Arts Curriculum

- A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.*
 - B. Choose punctuation for effect.*
 - 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).
- 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.
- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - 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.
- 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).
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

4th Grade: Language Arts Curriculum

Benchmark Assessment(s)

- SWBAT compose opinion essay using the writing process (brainstorm draft, revise, edit, publish). Writing should include an clearly stated topic and organizational structure, reasons that are supported by facts, opinions and reasons linked with words and phrases, and a conclusion related to the opinion. Writing should also include the correct usage of relative pronouns, progressive verb tenses, modal auxiliaries to convey various conditions, order of adjectives, prepositional phrases, complete sentences, and commonly confused words. This benchmark will be assessed using a grade level rubric. (W.4.1, W.4.4, W.4.5, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3)

Other Assessments

- ✓ Teacher of student observation in discussions of sharing writing.
- ✓ Observation of student participation of constructive criticism of peer writing.
- ✓ Checklist/rubric for peer editing

Materials

- Words Their Way
- computer with internet access
- printers
- Teacher created opinion writing rubric
- teacher created conventions (spelling, grammar, punctuation, capitalization) rubric
- Writer's Notebooks (1 per student)
- OREO anchor chart (Opinion, Reason, Evidence, Opinion)
- student copies of OREO graphic organizer
- Interactive Notebook pages
- student Interactive Notebooks
- crayons/colored pencils
- construction paper
- scissors
- glue
- various colors of high-lighters

SUGGESTED ACTIVITIES

- Fact and opinion: Provide students with statements that are either a fact or an opinion about a given topic. Give each student a statement. Label the back wall with "fact" and the front wall with "opinion". Provide students with time to read their statement. Direct students to bring their statement and stand under the fact/opinion signs based on which they believe their statement is. Discuss with their group under the signs and agree/disagree. Share and discuss as a group.
- Using a Time for Kids magazine hold a class debate based on one of the articles. Students choose their side and defend their opinion with facts and evidence from the article. The teacher will choose the winner of the debate based on their use of facts and evidence to back up their opinion.
- www.readworks.org: Fact and Opinion 4th Grade Unit

REINFORCEMENT

- Provide students with an outline for OREO.
- Practice writing statements that show an opinion and provide evidence. (I feel _____ because _____. The text states, _____.)
- High-light facts in one color and opinion in another.

4th Grade: Language Arts Curriculum

- Write a paragraph using the OREO (Opinion, Reason, Evidence, Opinion). Display on the Smartboard or ELMO projector. Provide students with a paper copy. High-light any opinion sentence with pink, reason sentence with yellow, and evidence sentence with green.
- Provide students with OREO graphic organizer and fill in together as a class. Keep in writing folder as a reference.
- Give each student an Oreo cookie. They must decide whether they prefer the cookie or the cream better. Group students with similar opinions. Using the OREO graphic organizer, students write a paragraph trying to convince the teacher which part of the cookie is better, the cookie or cream.

ENRICHMENT

- Students write several paragraphs for their opinion piece.
- Have students share a writing piece from their Writer's Notebook. With a peer, write an opinion about the writing piece, keeping in mind to be kind to their peers.

Suggested Websites

- www.brainpop.com (Fact and Opinion, Debates)
- www.discoveryeducation.com
- www.newsela.com
- www.readworks.org
- www.funbrain.com
- www.learninggamesforkids.com

Suggested Materials

- Time for Kids magazine copies or National Geographic Kids magazine copies
- Fact and Opinion signs
- Masking tape
- Props for skits (can be from home)

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

Social Studies

Students will state their fact or opinion in regards to Washington Crossing the Delaware.

4th Grade: Language Arts Curriculum

Reading Unit: Journeys Anthologies

Time: September-November

Standards:

Essential Questions

- What are my responsibilities as a student during Guided Reading Stations?
- How can I figure out new vocabulary words while I'm reading?
- What elements are included in fiction texts?
- How can I relate what I am reading to the real world?
- How do I determine a theme of a story from details in the text?
- How do I summarize text?
- How do I determine the main idea of a text and explain how it is supported by key details?
- How do I engage in collaborative discussions with peers, building on others' ideas and clearly express my own?
- How do I come to discussions prepared, and ready to explore ideas under discussion?

Enduring Understandings

- I can work independently during Guided Reading Stations.
- I can use context clues to figure out the meaning of unknown words.
- I can describe the characters, setting, or events of a story using textual evidence.
- I can make connections between what I read and the real world through text connections. (text-to-text, text-to-self, text-to-world)
- I can determine the theme of the text by using clues the author provides while reading and background knowledge.
- I can summarize fiction text by including all important information, such as characters, setting, problem, and solution.
- I can determine the main of idea of text and support it using key details.
- I can actively participate in collaborative discussions by sharing my ideas and being respectful of others thoughts and ideas.

- 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 literature.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - 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.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

4th Grade: Language Arts Curriculum

Benchmark Assessment(s)

- SWBAT participate actively in group discussions to show they have read and understand the assigned text. Students will use information from the text to support their answers, follow the classroom rules of discussion, ask and answer questions, and express their own ideas. Students should also put information from the text in their own words. This will be assessed using a grade level checklist. (SL.4.1, SL.4.2)
- SWBAT produce a visual display (Story Tree) that includes the important characters and a minimum of 3 traits describing them with evidence from the text, the setting of the story including time and place, a summary of the text including the theme or lesson learned, and a minimum of 3 text connections to real world. This will be assessed using a grade level rubric (RL.4.3, RL.4.4, RL.4.10, RI.4.2, RI.4.4, SL.4.4, SL.4.5)

Other Assessments

- ✓ Running record
- ✓ Teacher observation of student participation in guided reading group discussions
- ✓ Completion of weekly assignments of “Before, During, and After” activities
- ✓ Completion of reading notebook station assignments

Materials

Copies of the following novels:

- George Washington’s Socks (T)
- Riding Freedom (P)
- Laminated copies of directions/expectations of each station
- Post-its
- High-lighters
- Reading Notebooks (1 per student)
- Scissors
- Glue sticks/white glue
- Interactive Notebook copies
- Marble composition notebooks (1 per student)
- crayons/ colored pencils
- Index cards
- Copies of non-fiction text and/or articles
- laminated copies of RACER strategy cards

SUGGESTED ACTIVITIES

- Interactive Notebook for the following: Making Inferences (p39-41), Theme (p42-46), Summarizing (p47-49), Character Traits (p50-52), Setting (p53-55), Plot (p56-57), Point of View (p68-69), Text and Visuals (p70-73), Make Connections (p76-79), Visualization (p80-83)
- Making Inferences Lessons: Pixar Shorts videos-Watch videos and complete teacher created sheet, “What’s in my bag?”- Show students items from a purse or backpack and discuss what it says about that person using clues and prior knowledge

REINFORCEMENT

- Work with a partner or group to create “Story tree”
- Provide outline/checklist of expectations for “Story tree”

4th Grade: Language Arts Curriculum

- Summarizing Lessons: Use Interactive Notebook “hand” to summarize fiction text. Follow the outline for “Somebody, wanted, but, so, then” to write a brief summary. Model with class using a short fiction text. Using high-lighters or colored pencils underline the characters with red, setting with blue, problem with yellow, and solution with green. Use the information to complete the “Summary Hand” and write in paragraph form.
- Character Trait Lessons: In small groups, have students brainstorm words to describe their teacher. Each group must come up with a minimum of 5 words, each word on a separate index card. After the list is composed the students must write down something the teacher does that would “prove” the chosen trait on the back of the index card. For example, if a student chose the trait of smart they may write that “the teacher always knows the answers to all of our questions”. Collect the cards. Read the “evidence” to the class. Each student will use a whiteboard to write down what trait they think would describe the action read.
- Setting Lessons: Use the Interactive Notebook for Setting. The setting of a story is the “when and where” the story takes place. There can be more than one setting in a story.
- Text-to-Self Connections Lessons: Using the mentor text My Rotten Red-headed Brother by Patricia Polacco, model making text-to-self connections. Read the book aloud to the students and model a think aloud. For example, “This character has an older brother who likes to tease her. I wonder if there is anything I have in common with this character? Well, I have an older brother and he used to tease me when we were younger. That could be a text-to-self connection. I am going to write that on a post-it and put it on this page in the book.” Continue reading the book, asking students to make text-to-self connections during the reading. They can write down their connections, share with the group, or whisper to a partner when directed to do so. (Questions to ask: What does this story remind you of? Can you relate to the characters in the story? Does anything in this story remind you of anything in your own life?)
- Text-to-Text Connections Lesson: Provide students with two fiction passages. Choose passages where students can easily see the connections to the text. (Questions to ask: What does this remind you of in another book you have read? How is this text similar to other things you have read? How is this text different from other things you have read?)
- Text-to-World Connections Lesson: www.readwritethink.org LESSON: Guided Comprehension: Making Connections Using a Double-Entry Journal (Questions to ask: What does this remind you of in the real world? How are events in this story similar to things that happen in the real world? How are events in this story different from things that happen in the real world?)
- Context Clues Lessons: Create a Smart Notebook with sentences on each slide. Each sentence should have a made up word and enough information in the sentence to figure out the meaning of the made up word by using context clues. For example: “The graceful BUNDERTOL swam up the river trying to avoid the hooks in the water.” The word “bundertol” might mean “fish” based on the clues in the text. Have students write their responses on their whiteboards. Remind them that they need to defend their answers with evidence from the text. After students have a response written, allow groups to compare answers and explain why.
- RACER Lessons: RACER=Restate the question, Answer in your own words, Cite with evidence, Extend with text-connections, Restate the question differently. Model how to answer an open-ended response question using the RACER technique. Use an article from Time for Kids magazine or another nonfiction text. When using RACER to write a response student can use colored pencils to write their answer or underline the

- Perform a scene from their novel with their Guided Reading group
- Use www.dictionary.com to check for understanding of vocabulary

ENRICHMENT

- Students can make a digital presentation using Power Point or Smart Notebook including all major aspects included.
- Peer proofreading and editing writing.
- Use a minimum of 3 character traits, but include more than one character.
- Write an alternate ending for their story.
- Create a comic strip of a major event from their novel including dialogue.
- Write a Reader’s Theater script of a major event from the novel. This must include a problem and solution from the text.

4th Grade: Language Arts Curriculum

sentences with the correct color for each step of RACER (R:Red, A: Orange, C: Green E: Blue) Students will be provided with a laminated handout of each step of RACER to keep in their Language Arts folder for reference.

- Amistad & Holocaust Unit- Focus on treating people with respect and being “upstanders”

Suggested Websites

- www.brainpop.com (Context Clues, Dictionary and Thesaurus, Main Idea, Paraphrasing, Reading Skills, Theme)
- www.discoveryeducation.com
- www.readwritethink.org
- www.readworks.org (Free reading passages)
- www.newsela.com
- www.dictionary.com
- www.funbrain.com (games)
- www.mrnussbaum.com (games)
- www.knowledgeadventure.com (games)

Suggested Materials

- Construction paper
- Dice
- Whiteboards
- Dry-erase markers
- Dry-erasers or tissues
- large, white poster board (1 sheet per student)
- National Geographic magazine copies
- Time for Kids magazine copies

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

Performing Arts

Examine a character in a play to determine traits to be portrayed or acted out.

4th Grade: Language Arts Curriculum

Reading Unit: Biographies/Lit Circles

Time: November-January

Standards:

Essential Questions

- How do I engage effectively in a range of collaborative discussions with classmates, building on others' ideas and expressing my own ideas clearly?
- How do I come to discussions prepared and ready to explore ideas for discussion?
- How do I follow agreed-upon rules for discussions and carry out assigned roles?
- How do I ask questions to check understanding of information presented, stay on topic, and link my comments to the remarks of others?
- How do I report on a topic with appropriate relevant facts and speak at an understandable rate?
- How do I know when to use formal and informal English when speaking?
- How do I compare the point of view from which a story is told and know the difference between first- and third-person narrations?
- How do I determine the main idea of informational text and summarize the text using key details?
- How do I determine the meaning of domain-specific words in a text?
- How do I integrate information from two texts on the same topic in order to write and/or speak about the subject knowledgeably?
- How do I read with accuracy and fluency to support comprehension?

Enduring Understandings

- I can share thoughts and ideas during collaborative discussions by being respectful of others ideas and listening to my peers.
- I can come prepared to discussions by having my reading and assignments completed and having all materials necessary.
- I can follow the classroom rules for group interaction and participation, as well as set a good example for my classmates to follow.
- I can ask questions during discussions to check for understanding and link the questions to my own comments and ideas relevant to the topic.
- I can understand to use formal English when speaking during collaborative discussions in school.
- I can identify when a story is told in first- and third-person point of view depending on the voice and pronouns used by the narrator of the story.
- I can determine the main idea of informational texts and use key details from the text to summarize the information.
- I can explain events in nonfiction chronologically based on information in the text.
- I can determine the meaning of domain-specific words in a text by using context clues from the text.
- I can integrate information from numerous texts on the same topic in order to write and speak about the subject.

- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate

4th Grade: Language Arts Curriculum

- I can read at an appropriate rate, speed, and tone in order to support my understanding.

(e.g., small-group discussion); use formal English when appropriate to task and situation.

Benchmark Assessment(s)

- SWBAT compose an informational writing piece on a famous black American using multiple sources (at least one firsthand and one secondhand account), including a biography. Writing should include a clear topic and group related information in paragraphs and sections; including formatting, illustrations, and multimedia when useful to aiding comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; link ideas within the categories of information using words and phrases; use precise language and domain-specific vocabulary to inform about or explain the topic; provide a concluding statement or section related to the information or explanation presented; type at least a page. The students will be assessed using a grade level rubric. (RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10) (Amistad Lesson)
- SWBAT create a project/ presentation (minimum of 7 slides) including the following: At least 10 facts about their chosen famous black American (1. birthday 2. date of death, if no longer living 3. personal life 4. achievements 5. family 6. education 7.-10. fun facts); At least 5 relevant images with captions, A quote from their chosen individual; An explanation of what they have learned through researching this individual or how it has impacted them personally; A citation slide including at least 5 credible sources; at least two sources must be a book. (RI.4.7, SL.4.2, SL.4.3, SL.4.4, SL.4.6)
- SWBAT participate actively in collaborative discussions with peers during Literature Circles by sharing their weekly jobs based on their chosen biography. Students will self-assess their participation weekly, as well as be assessed by the teacher using a checklist. (SL.4.2, SL.4.3, SL.4.4, SL.4.6)

Other Assessments

- ✓ Checklist for completion of weekly literature circle jobs (Discussion Director, Word Wizard, Artful Artist, Connector, Summarizer)
- ✓ Teacher observation of student behavior during literature circle discussions; quiet and respectful when others are speaking.
- ✓ Spelling and grammar in Black History Month paper and presentation

Materials

- Who Was ? Books
- Through My Eyes by Ruby Bridges (read aloud) *preview for appropriate material* (Amistad Lesson)
- Literacy Circle Job Description cards (Discussion Director, Artful Artist, Summarizer, Word Wizard, Passage Master, Connector)
- Post-its
- crayons/colored pencils
- index cards
- folders
- Literature Circle notebooks (1 per student)
- Time for Kids magazine, National Geographic for Kids magazine, or other nonfiction articles (newela.com)
- Computers with internet access and printers
- Copies of Literature Circle self-assessment and teacher assessment of weekly “job” and discussion (to be signed and returned by guardian)
- Laminated bookmarks for sentence starters for discussion
- Other grade 4 appropriate biographies

SUGGESTED ACTIVITIES

4th Grade: Language Arts Curriculum

- Interactive Notebook pages for the following: Making Inferences (p85-87), Main Idea (p88-91), Summarizing Nonfiction (p92-94), Informational Text (p95-97), Words and Phrases (p98-100), Text Structures (p101-102), First and Secondhand Accts. (p103-105), Text Features (p106-109), Reasons and Evidence (p110-112), Combining Texts (p113-115), Determining Importance (p116-117), Synthesizing (p118-119)
- Biography Lesson: The teacher will post a timeline of their life on the Smartboard including the following: Birth date, education, and a minimum of 3 other important events in their life, such as marriage, birth of children, date they became a teacher at our school. Discuss the difference between first-person and third-person. Students write a paragraph to create a brief biography of their teacher. If necessary, provide students with an outline of a paragraph where students can add important information, such as dates.
- Biography Lesson: Students will interview a partner about their life. They must include birth date and place, family, and at least 3 important events in their life. After the partners interview each other, they will write a paragraph about their partner to create a brief biography. Process can be completed for autobiographies by having students answer the questions about their own lives and write a brief paragraph to create an autobiography.
- First and Secondhand Accounts: Post two brief paragraphs on the Smartboard in a split screen so students can see the paragraphs side by side. After completing the Interactive NB for Firsthand and Secondhand Accounts, compare the two posted paragraphs. A printed copy may also be distributed to the students. Students work in a small group to discuss the difference between the two paragraphs. As a class, identify key words that give clues as to whether the passage is a firsthand account or a secondhand account.
- Main Idea Lessons: Share a nonfiction paragraph on the board. On their white boards, as students to write down what they think the main idea of the paragraph is. Discuss how the students knew what the main idea was. The main idea is usually introduced in the first sentence of a paragraph or first paragraph of a text, but not always. Share another nonfiction paragraph on the board, but be sure that the main idea is not shared in the first sentence.
- Main Idea Lesson: Type several nonfiction paragraphs and make several copies. Cut the sentences separately. Place in Ziploc bags. In partners or small groups, provide students with a bag of sentences. Students work to put the sentences in the correct order to make a paragraph. Glue onto paper and high-light the topic sentence which includes the main idea of the paragraph.
- Summarizing Nonfiction Lesson: Use the Interactive Notebook pages for “Summarizing Nonfiction”. The summary includes five fingers for the summary: Main idea, detail, detail, detail, closure. In small groups, provide students with nonfiction text or use articles from www.newela.com. Students use the five finger method to summarize the text and write a paragraph.
- Text Structures Lesson: Use Interactive NB for Text Structures. In small groups, students go on a “Book Hunt” to find each of the following text structures: Graphics, charts, timelines, diagrams, and captions. Provide students with a variety of nonfiction books to help them locate each of the text structures. Record the book title, author, page number, and description of the text structure.
- Text Structures Lesson: Distribute Time for Kids and/or National Geographic Magazines to students. Students cut out examples of each of the text features and glue them into their Interactive NB to use as a reference of samples.

REINFORCEMENT

- Modify expectations for written portion of Black History Month informational writing.
- Students will be provided with sentence starters for paragraphs to be kept in their writing notebooks.
- Provide students with an outline to help organize their thoughts.
- Allow students to use less sources for research or provide them with print outs of information on their selected individual.

ENRICHMENT

- Students can add music and/or videos to the Smart Notebook presentation.
- Analyze the quote by their chosen individual and explain what it means to them personally.
- Include an additional paragraph in their writing: How would our world be different today if this person did not achieve the accomplishments they are noted for?
- Include a glossary of terms in their writing and presentation.
- Require additional text and digital sources for research.
- Include a “works cited” page with correctly formatted citations.
- Require a text-to-text or text-to-world connection in their research paper and/or presentation.
- Prepare and perform a skit based on an achievement of their famous black American, including an explanation of why they chose this event to perform.

4th Grade: Language Arts Curriculum

- Determining Importance Lesson: Complete Interactive NB for Determining Importance. Post the following questions on the board: I want to remember ____, ____ is interesting because _____, What's most important is _____. Students read a nonfiction article (Time for Kids Magazine, National Geographic Magazine, or www.newsela.com) with a partner. Distribute index cards to students. Students read the article together, high-lighting important information. After reading, the students use the three sentence starters to determine what is important in the article. Share and discuss with the class.
- Lessons for Informational Writing Unit can be incorporated into this reading unit as well.
- Literature Circles Practice – very important to model and practice jobs prior to lit. circles!
- Use Time for Kids or National Geographic magazine for kids or other nonfiction text to practice as a whole class and/or small groups.
- Do NOT use worksheets! All work should be written in their literature circle notebooks.
- Discussion Director: Provide students with laminated book marks of sentence starters to keep the discussion going during literature circles. The discussion director will write down a specific number of questions (determined by teacher) to ask the group during their meeting. Each member of the group is responsible for answering the question in complete sentences.
- Word Wizard: During reading, the Word Wizard will find words they do not know or they feel are important to the text. Using a post-it, record the word and page number it is found on. Keep the post-it on the page in the book until assigned reading is complete. In the Literature Circle NB students record the word, page number, and sentence where the term was used. They then write down what they think word means, including the part of speech. After they complete this step for all terms, they may use a dictionary to define the word correctly. The part of speech and precise definition must be included. Students may use the dictionary or dictionary.com
- Connector: Students must record a minimum of 5 connections during reading. Must have at least one text-to-text and one text-to-world connection. Practice making in-depth connections, not simple surface connections. Record in Literature Circle NB, share and discuss during meeting.
- Summarizer: Must include a brief summary of the events in the reading, written in paragraph form. A bulleted list may be included for a list of characters, where the story takes place, and when the story takes place.
- Artful Artist: All students may complete this job for extra credit. The illustration must be colored and include 2-3 sentences of a caption explaining the illustration.
- Students can include aspects of other jobs. For example, if a student is the Connector, but find words they do not know, they should record the words to discuss with their group during the literature circle.

Suggested Websites

- <http://www.readworks.org/lessons/grade4/main-idea/lesson-1>
- <http://www.readworks.org/lessons/grade4/main-idea/lesson-2>
- www.brainpop.com (Dictionary & Thesaurus, Fact & Opinion, Internet Search, Main Idea, Note-taking Skills, Online Sources, Paraphrasing, Research)
- www.newela.com
- www.dictionary.com

Suggested Materials

- VHS or DVD copy of “The Ruby Bridges Story”
- Copies of Venn Diagram
- “Talking tokens” (1 per group)
- Timer to display
- Teacher log to record participation of discussions
- Student dictionaries

Cross-Curricular Connections

4th Grade: Language Arts Curriculum

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

Social Studies

Discuss two articles relating to the Revolutionary War.

4th Grade: Language Arts Curriculum

Reading Unit: Journeys Anthologies		Time: January-March	Standards:
Essential Questions <ul style="list-style-type: none">• How do I refer to details and examples in a text when explaining what the text says and when drawing inferences from the text?• How do I determine the theme of a story from details in the text?• How do I describe a character, setting, or event in a story by using specific details from the text?• How do I make connections between the text of a story my life, another text, or world events?• How do I compare and contrast themes and topics from different stories?• How do I determine the main idea of the text and explain how it is supported by key details?• How do I explain events or concepts in a text, including what happened and why?	Enduring Understandings <ul style="list-style-type: none">• I can refer to specific details and evidence in the text as well as use prior knowledge when drawing inferences from the text.• I can determine the theme of a story by using specific details from the text.• I can describe characters, settings, and events in a story by using specific details in the text.• I can make connections to the text in order to have a deeper understanding of a story.• I can compare and contrast themes and topics from various stories.• I can determine the main idea of a text and support it with specific details from the text.	<p>RL.4.1. Refer to details and examples in a text and make relevant connections 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.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT prepare and present a book talk presentation including a visual aide and writing piece about the book they have read independently. The presentation should include the title and author of their chosen book, a summary of the plot of the story (main character, setting, problem, and solution), the theme of the book with evidence from the text to support their response, their opinion of the book including evidence from the text, audience will be asked questions after the presentation to check for comprehension and understanding. Students will be assessed using a grade level rubric. (RL.4.1, RL.4.2, RL.4.3, RL.4.7, RL.4.10)		Other Assessments <ul style="list-style-type: none">✓ teacher observation of student participation during shared discussions✓ checklist of independent reading during the marking period✓ teacher created conventions rubric✓ peer editing checklist/rubric Materials <ul style="list-style-type: none">• YouTube VIDEOS: Pixar's "Partly Cloudy", Pixar's "For the Birds", Pixar's "Lifted", Pixar's "One Man Band"• teacher created Pixar inference copies• Journeys Common Core Anthologies	

4th Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Interactive Notebook Lessons : Theme (p42-46), Summarizing (p47-49), Plot (p56-57), Making Inferences (p85-87)
- Making Inferences Lesson: Students watch a variety of short Pixar Clips and complete a teacher created inference sheet including the evidence from the video and prior knowledge. VIDEOS: Pixar’s “Partly Cloudy”, Pixar’s “For the Birds”, Pixar’s “Lifted”, Pixar’s “One Man Band”
- Theme Lesson: Read The Midas Touch with the class. Explain that “theme” is the message in the story, not the plot. Ask: What lesson did you learn from the story? What was the message that they author was trying to teach you? Can be repeated using Horton Hears a Who and City Mouse Country Mouse
- Theme Lesson: <http://mrswarnearlington.weebly.com/theme.html> (YouTube videos on how to figure out the theme of a story)
- Author’s Purpose Lesson: “PIE: Persuade, Inform, Entertain” Discuss the reasons why an author writes (PIE) The author may have more than one reason. For example, a nonfiction piece may be to persuade and inform the reader that pollution is bad for the environment. Provide students with a variety of titles of books they are familiar with. You can also print out picture of the cover of the books. Post 3 posters on different walls of the room, each poster titled with a type of author’s purpose. Distribute titles and/or pictures to each student or partnership. Students take turns taping their title/cover picture to the appropriate Author’s purpose poster. The rest of the class gives a thumbs up or thumbs down if they think they are correct.

REINFORCEMENT

- Use picture books to practice theme.
- Provide students with a list of common themes in literature.
- Practice summarizing by identifying characters, setting, problem, and solution in picture books./ Provide answers on slips of paper and have students match response

ENRICHMENT

- Have students review their Writer’s Notebook entries and label what their Author’s Purpose is. Work with a peer to check for accuracy.
- Students choose a topic and write a paragraph to persuade, a paragraph to inform, and a paragraph to entertain using the same topic.
- Provide students with poetry and identify the theme in the poems.
- Assign students with a specific theme and have them write a short fiction story based on that theme.

Suggested Websites

- <http://mrswarnearlington.weebly.com/theme.html>
- www.readworks.org (Identifying Universal Themes Across Cultures)
- www.brainpop.com
- www.discoveryeducation.com
- www.youtube.com (Pixar shorts)
- www.readwritethink.org

Suggested Materials

- A variety of poetry
- Author’s purpose posters
- Titles/cover photos of picture books

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- *Relationship Skills: Utilize positive communication and social skills to interact effectively with others*
- *Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills*
- *Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings*
- *Self-Management: Recognize the skills needed to establish and achieve personal and educational goals*
- *Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges*

Science

Read charts and gather data to interpret meaning.

4th Grade: Language Arts Curriculum

Reading Unit: Heroism

Time: April-June

Standards:

Essential Questions

- How do I determine a theme of a story from the details in the text?
- How can I summarize the text and be sure to include all important information?
- How do I describe the characters, setting, or events in a story by using specific details from the text?
- How do I determine meaning of words and phrases as they are used in a text, including those that are found in mythology?
- How do I explain the major differences between poems, drama, and prose when writing or speaking about a text?
- How do I compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations?
- How do I describe the overall structure of events, ideas, concepts, or information in a text or part of a text?

Enduring Understandings

- I can determine the theme of a text by examining the specific details in the story.
- I can summarize the text by including the main characters, setting, problem, and solution.
- I can describe the characters, settings, and events by using evidence from the text to support my ideas.
- I can use context clues to determine the meaning of words in the text.
- I can explain the differences between poems, drama and prose when writing/speaking about a text based on the structure and content of the text.

- RL.4.1. Refer to details and examples in a text and make relevant connections 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 stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RI.4.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

4th Grade: Language Arts Curriculum

Benchmark Assessment(s)

- SWBAT prepare and present a book talk presentation including a visual aide and skit about the book read during guided reading. The presentation should include the title and author of their chosen book, summarize the plot of the story (main character, setting, problem, and solution), a brief skit of a main event from their book, the theme of the book with evidence from the text to support their response, and the audience will be asked questions after the presentation to check for comprehension and understanding. S tudents will be assessed using a grade level rubric. (RL.4.1, RL.4.2, RL.4.3, RL.4.10)
- SWBAT read with sufficient accuracy and fluency to support comprehension a grade level text. Students will decode words containing common prefixes and derivational suffixes, words with common Latin suffixes, multisyllable words, and grade appropriate irregularly misspelled words. This will be assessed tri-annually using the Fountas and Pinnell Benchmark Benchmark Assessment System. (RF.4.3, RF.4.4, RL.4.10, RL.4.1, RI.4.10)

Other Assessments

- ✓ teacher observation of students participation in discussions
- ✓ checklist for completion of Guided Reading Station work

Materials

- Computer with internet access
- construction paper
- scissors
- glue
- crayons/colored pencils
- Journeys Anchor Text

SUGGESTED ACTIVITIES

- Cause and Effect Lesson: www.readworks.org – Cause and Effect
- Cause and Effect Lesson: Read a picture book and students illustrate a cause and effect
- Cause and Effect Lesson: Type Cause and Effect sentences that pair with each other. Cut out and distribute to students. Students work together to try and match the Cause with the Effect. Discuss as a class.
- Fact and Opinion Lesson: Students create 5 factual statements about their novel and 5 opinion statements. Working with a partner or group of three, trade statements and glue onto a Fact and Opinion T-chart. Students will assess their peers work with the sentences they created.
- Fact and Opinion Lesson: Identify factual statements and opinion statements in the text of their Guided Reading novels. Record the sentence, page number and whether it is a fact or opinion.

REINFORCEMENT

- Students illustrate a Cause and Effect relationship from their novel or independent reading book.
- Cause and Effect matching: Cut and glue with correct pairs
- Provide students with statements from their book. Identify as 'F' or 'O' with a partner.
- High-light fact sentences in a given text.
- High-light opinion sentences in a given text.

ENRICHMENT

- Students create a Cause and Effect chain with paper. They can write sentences or illustrate.
- Provide students with factual sentences and they must write an opinion about them.

4th Grade: Language Arts Curriculum

- Watch Pixar animated shorts and create a list of cause and effects

Suggested Websites

- www.readworks.org
- www.brainpop.com
- www.discoveryeducation.com
- www.readwritethink.org

Suggested Materials

- YouTube videos
- Fiction picture books for mentor texts
- Index cards
- Poster board
- Cause and effect sheets

Cross-Curricular Connections

21st Century Skills

- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP6: Demonstrate creativity and innovation
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Technology

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

SEL

- Relationship Skills: Utilize positive communication and social skills to interact effectively with others
- Responsible Decision-Making: Develop, implement and model effective problem solving and critical thinking skills
- Social Awareness: Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals
- Self-Awareness: Recognize the importance of self-confidence in handling daily tasks and challenges

Performing Arts

Determine the cause and effects in a play/script that develops character.