

Unit Title		Estimated Time Frame
Authors and Ideas		31 days
Big Idea		
Ideas develop throughout a text in many ways.		
Essential Question(s)		Literacy Practices
<p>How do character's actions influence the story? How can summarizing my experiences capture the big picture? How do events, actions, and words help develop the theme? How do words and phrases help develop the story?</p>		<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning.
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intention/Samples of Success Criteria
RL.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	Prerequisite Skills: <ul style="list-style-type: none"> ● cite relevant implicit and explicit information ● determine theme Considerations:	I am learning how themes are reflected in a text. <ul style="list-style-type: none"> ● I can determine the theme of a text using explicit and implicit information. ● I can cite and describe how implicit and explicit information reflects the theme.

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	<p>Analyzing text will be a new skill for 4th graders. Explicitly teach and model the skill of analysis outside of text before applying the skill to text.</p> <p>Often grade-level texts have more than one theme.</p>	<ul style="list-style-type: none"> I can analyze how the theme is supported by citing the implicit and/or explicit information in the text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.4.2 Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> cite information from text cite relevant implicit and explicit information (that supports central idea) <p>Considerations:</p> <p>Analyzing text will be a new skill for 4th graders. Explicitly teach and model the skill of analysis outside of text before applying the skill to text.</p>	<p>I am learning how central ideas are reflected in a text.</p> <ul style="list-style-type: none"> I can determine the central idea of a text using explicit and implicit information. I can cite and describe how implicit and explicit information reflects the central idea. I can analyze how the central idea is reflected and cite the implicit and/or explicit evidence. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>RL.4.3 Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Identify characters, setting and events ● Describe characters, including actions ● Identify all parts of the setting(s). ● Describe the setting(s) ● Identify events <p>Describe events with details. Define stories and dramas.</p> <p>Considerations: RL4.3 to be taught BEFORE RL4.2</p>	<p>I am learning how characters, events, and the setting interact over the course of a story (or drama).</p> <ul style="list-style-type: none"> ● I can distinguish between the thoughts, words and actions of a character. ● I can describe a character's thoughts, words, and or actions using details from the text ● I can define interactions - what happened and why. ● I can describe the interaction of 2 or more characters in a story or drama. ● I can analyze how the setting influences the story or drama. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>RI.4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> describe relationships in a text between individual, events, ideas or concepts <p>Considerations: Teach with RI.4.5, determining how a text is organized. The new learning is that students should “explain” instead of only “describe” and including what happened and why.</p> <p>Teach with C.4.6</p>	<p>I am learning to explain people (events, procedures, ideas or concepts) in a text.</p> <ul style="list-style-type: none"> I can identify how the text is organized. I can identify what happened in the text. I can explain using specific information and key details from the text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> determine meaning of words in text distinguish literal from nonliteral (idioms & hyperbole) <p>Considerations: new learning includes, but is not limited to, metaphors and similes</p>	<p>I am learning to determine the meaning of words and phrases as they are used in text.</p> <ul style="list-style-type: none"> I can define simile and metaphor. I can identify figurative language (e.g.simile and/or metaphor) used in a text. I can explain the meaning of figurative language (simile and/or metaphor) used in text. <p>I can explain how words and phrases shape the meaning of the text.</p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> identify general academic words and phrases 	<p>I am learning how words and phrases shape the meaning of text.</p>

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and explain how those words and phrases shape meaning.	<ul style="list-style-type: none"> explain how those words and phrases shape meaning <p>Considerations: This standard is identical to 3rd grade with the addition of “and domain specific”, “and explain”.</p>	<ul style="list-style-type: none"> I can define domain-specific. I can identify domain-specific words and phrases in a text. I can determine the meaning of academic and domain specific words and phrases in the text. I can describe and explain how academic and domain-specific words and phrases shape meaning. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>C.4.6 Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● summarize information from experiences ● gather information from print & digital sources ● analyze by sorting into appropriate categories ● take brief notes <p>Considerations: new learning includes: - “relevant” information - use of “various” sources - provide a list of sources</p> <p>-informational summary: a brief recounting of the main ideas and most important details of informational text; uses an organized manner, such as by answering who, what, when, where, why, and how</p> <p>-teach note taking strategies</p> <p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> ● I can list relevant information from my experiences. ● I can sort the information into categories to analyze. ● I can summarize each category of information. <ul style="list-style-type: none"> ○ (teacher created rubric for summary) <p>I am learning to gather information and provide a list of sources.</p> <ul style="list-style-type: none"> ● I can identify a topic and select various print and digital sources. ● I can categorize information while I take notes from sources. ● I can provide a list of sources. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<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 an array of strategies.</p> <p>a. Use context (e.g., definitions, examples of restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Use sentence level context clues ● identify the root word and affix of a known word ● Determine the meaning of a new word when affix is added to known <p>Considerations:</p> <p>-new learning: context is no longer sentence level and using print and digital references with new words</p>	<p>I am learning how to determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> ● I can use definitions or examples to determine the meaning of a word or phrase. ● I can determine the meaning of a word using the root and the affix. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.4.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● introduce the topic ● conjunctions, transitions, ● concluding section ● strengthen writing with support from peers and adults <p>Considerations:</p> <p>Teach students to give specific, useful, and respectful feedback during peer conferencing.</p> <p>C.3.2a was “with guidance and support” C 4.2b includes grouping information into paragraphs and sections with formatting</p>	<p><i>**consider using a rubric to show Success Criteria for writing pieces</i></p> <p><i>** portions of a rubric may be used to correspond with instruction</i></p> <p>I am learning to compose informative (and/or explanatory) texts to examine a topic and convey ideas and information.</p> <p>Composing & Drafting:</p> <ul style="list-style-type: none"> ● I can identify the purpose and audience for my writing.

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<p>comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>	<ul style="list-style-type: none"> ● I can create a plan to logically group ideas that support my purpose with the audience in mind. ● I can add to my plan by collecting facts, definitions, concrete details, quotations, or other information and examples. ● I can introduce my topic clearly by: <ul style="list-style-type: none"> ● providing a general focus ● providing the audience with a connection (relevance and/or background information) ● providing a thesis statement ● I can develop the topic with logically ordered sections that: <ul style="list-style-type: none"> <input type="checkbox"/> group related information <input type="checkbox"/> are elaborated with facts, definitions, concrete details, quotations or other information and examples <input type="checkbox"/> are formatted with audience in mind <input type="checkbox"/> use illustrations and multimedia when useful to aiding comprehension <input type="checkbox"/> use precise language and vocabulary <input type="checkbox"/> use conjunctions and phrases to connect facts and details to the focus <input type="checkbox"/> use transitions and text features to develop structure and link ideas to the focus ● I can provide a concluding section. <ul style="list-style-type: none"> <input type="checkbox"/> restate the thesis <input type="checkbox"/> relink general focus to the thesis

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		<input type="checkbox"/> restate the relevance to the audience (connections, call to action, clincher) Editing and Revising: <i>**consider using a checklist to share editing/revising Success Criteria</i> <ul style="list-style-type: none"> I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting & idea grouping, transition statements). I can work with peers to revise my writing to add more support (details, quotations, examples). I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2) <i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i>
RI.4.10 & RL.4.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational and literary texts independently and proficiently.	Prerequisite Skills: <ul style="list-style-type: none"> standard is largely the same, increase text level Considerations: Guided Reading Video Clips & Resources NSF in Guided Reading Comprehension Strategies	I am learning to use strategies to read and understand texts. <ul style="list-style-type: none"> I can monitor my reading to be sure that it makes sense and what I say matches what I see. I can take action when my reading doesn't make sense or match what I see: reread and think about what would make sense break the word and think about what would make sense skip the word and read on I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> using prior knowledge

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		<ul style="list-style-type: none"> ○ questioning ○ visualizing ○ determining importance ○ inferencing ○ summarizing ○ synthesizing ● I can analyze while reading independently. ● I can control which strategies help me to comprehend and analyze when I am reading independently. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
Essential Vocabulary		
<p>affix- extra element attached to the beginning, middle, or end of a word or its root that changes the word's meaning. Including prefixes and suffixes.</p> <p>analyze- break something down into its parts to understand how it is made, how it works</p> <p>central idea- an important idea in an informational text</p> <p>cite- to quote (a passage, book, author, etc.)</p> <p>context clues- a skill readers use to figure out the meaning of unknown words from looking at the words around it, the way it is used (to determine its part of speech), how it is used in this context, and its place in the sentence or paragraph</p> <p>describe- to tell what someone or something is like, often using details from the text</p> <p>detail - small, important part of the story</p> <p>determine- consider all possible options or answers in order to arrive at a decision</p> <p>digital sources - any document created or reformatted to be read, viewed, or experienced on a computer, tablet, smartphone, or other digital technology that is interactive, multiple-media, Web-enabled, or otherwise incorporates digital technology.</p> <p>domain-specific vocabulary - words that are not frequently used except in specific content areas or domains. (tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content)</p> <p>drama- a piece of writing that tells a story and is performed on a stage; it is commonly known as a play</p> <p>evidence- detail that supports a reason or a point; used to show your ideas</p> <p>explicit- clearly stated</p> <p>figurative language- a word or group of words whose meaning is different from its literal meaning</p> <p>historical text- informational text that is written about a person, place, event, or time period in history</p> <p>implicit- suggested or hinted at, but not stated directly</p>		

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<p>informative- to give information or explanation about the natural world and other topics. They are defined by their objective to inform and explain about a topic using facts and an objective tone. They are generally written in the third person.</p> <p>interactions- connections between individuals, events, ideas, or concepts</p> <p>multisyllabic word- a word of many syllables</p> <p>phonics- matching the sounds of spoken English with individual letters or groups of letters</p> <p>poem- a type of writing that shares experiences, ideas, or feelings in a vivid and imaginative way; poems may be written in separate lines clustered in groups called stanzas</p> <p>print sources- sources of information that are primarily in written form; for example, newspapers, magazines, books, etc.</p> <p>relationship- connections between individuals, events, ideas, or concepts; for example, individuals might fit in the same category; one event might happen before another event; ideas or concepts might fit in the same category, or one idea might explain another.</p> <p>relevant- closely connected to all aspects of the topic, supports a central idea</p> <p>root word- a base word that does not contain a prefix at the beginning or a suffix at the end</p> <p>scientific text- texts that usually explain scientific ideas or concepts</p> <p>setting- the time and place in which a story, novel, or drama takes place; the time may refer to a specific time period or can be the past, present, or future</p> <p>summarize- to capture all of the most important parts of the original text (paragraphs, story, poem) but express them in a much shorter space and as much as possible in the reader's own words</p> <p>theme - a message or lesson, sometimes about the world outside/beyond the text, or what the author wants you to learn or think about after reading</p> <p>technical text- texts that usually explain procedures, such as how-to or recipes</p>	
Supporting Standards (connected essentials)	
<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (supports RL.4.2, RL.4.3, RL.4.10)</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (supports RL.4.2, RL.4.3, RL.4.10)</p> <p>RI.4.5 Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information. (supports RI.4.3, C.4.6)</p> <p>C.4.3 Compose narratives (supports RL 4.2, RL.4.3, RL.4.10, C.4.6) using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	

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<p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p> <p>C.4.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. (supports RL & RI.4.10, C.4.6, C.4.2)</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. (supports RL & RI.4.10)</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.</p> <p>RF.4.4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. (supports RL & RI.4.10)</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.4.2 When writing: (supports C.4.6, C.4.2)</p> <p>a. Demonstrate appropriate use of capitalization rules.</p> <p>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. (supports C.4.6, C.4.2)</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between formal and informal discourse patterns based on context.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (supports RL.4.2, RL.4.3, RL.4.10)</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	

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Summative Assessment	
Unit 1 Assessment determined by school	
Anchor Text(s)	
<p>My World Interactive Chapter 1: <i>American Indian Culture (16-24)</i></p> <p>Wonders: <i>The Secret Message (Fiction- U2W1)</i></p>	
Additional Resources	
<p>Composition in the Classroom CommonLit Lucy Calkins- Sample Writing Rubrics, Checklists and Student Exemplars Trade Books for Teaching Writing Opinion Pillar (Writing), 3-5 Collaboration & Discussion Routines "Cite Those Sources" Standards: A Glossary of Terms for Teachers The Next Step Forward in Guided Reading Teacher resource book by Jan Richardson The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</p> <p>Wonders: <i>The Princess and the Pizza (U1W1); The Buffalo are Back (U2W3); Aguinaldo (U3,W2); Apples to Oregon (U5W2)</i></p> <p>My World Interactive Chapter 1: <i>The First Americans: American Indians (Leveled Reader)</i></p> <p>Consider Pairing with Social Studies: 4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions. 4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement. 4.I.Q.1 Ask compelling questions about migration and settlement</p>	

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4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement. (Teacher modeled) 4.I.U.E.2 Determine the value and limitations of primary & secondary sources. 4.I.U.E.3 Develop claims with evidence to answer compelling and supporting questions. 4.I.CC.4 Use listening and consensus-building to determine the ways to support people in transitioning to a new community.	