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| <b>Unit 3</b>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Estimated Time Frame</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Pulling it Together</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>38 days</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Big Idea</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The structures of texts change my understanding of them.                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Essential Question(s)</b>                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Literacy Practices</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>How does text structure impact my learning?</b><br/> <b>How are plots and storylines changed by the structure of the text?</b></p>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> <li>9. Apply high level cognitive processes to think deeply and critically about text.</li> <li>10. Develop a literacy identity that promotes lifelong learning.</li> </ol> |
| <b>KAS Standards</b>                                                                                                                                                                                     | <b>Prerequisite Skills/Considerations</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Samples of Learning Intentions/Success Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>RL.4.5</b> Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.</p> | <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● Describe and provide evidence for how parts of the text contribute to the overall structure (including/not limited to linear, nonlinear and circular structures).</li> </ul> <p><b>Considerations:</b><br/> Analyzing text structure 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 texts are structured, so that I can better understand what I read.</p> <ul style="list-style-type: none"> <li>● I can define linear/nonlinear/circular text structure.</li> <li>● I can determine the text structure used in a poem/story/drama.</li> <li>● I can analyze how text structure is used in a poem/story/drama.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Unit 3                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Estimated Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Pulling it Together                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 38 days                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>RI.4.5</b> Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.</p>                                                                                                                                                                                                      | <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</li> </ul> <p><b>Considerations:</b><br/>Analyzing text structure 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 informational texts are structured, so that I can better understand what I read.</p> <ul style="list-style-type: none"> <li>I can describe how the author uses text structure to organize the events in a story.</li> <li>I can describe how the author uses text structure to organize the ideas in a story.</li> <li>I can describe how the author uses text structure to organize the concepts or information in a story.</li> </ul>       |
| <p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular claims the author makes in a text.</p>                                                                                                                                                                                                                                    | <p><b>Prerequisite Skills/Considerations:</b> (previously taught)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>I am learning how authors support claims in texts.</p> <ul style="list-style-type: none"> <li>I can identify and describe the claims that the author makes in a text.</li> <li>I can identify the evidence and reasons given to support claims made in a text.</li> <li>I can explain how an author uses evidence and reasons to support claims in a text.</li> </ul>                                                                                           |
| <p><b>RL and RI.4.10</b> 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 texts independently and proficiently.</p> | <p><b>Prerequisite Skills/Considerations:</b> (Previously taught)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>I am learning to use strategies to read and understand texts.</p> <ul style="list-style-type: none"> <li>I can monitor my reading to be sure that it makes sense and what I say matches what I see.</li> <li>I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> <li>reread and think about what would make sense</li> <li>break the word and think about what would make sense</li> </ul> </li> </ul> |

| Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                           | Estimated Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Pulling it Together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                           | 38 days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           | <ul style="list-style-type: none"> <li>● I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> <li>○ using prior knowledge</li> <li>○ questioning</li> <li>○ visualizing</li> <li>○ determining importance</li> <li>○ inferencing</li> <li>○ summarizing</li> <li>○ synthesizing</li> </ul> </li> <li>● I can analyze texts while reading independently.</li> <li>● I can control which strategies help me to comprehend and analyze when I am reading independently.</li> </ul>                                                                                                                                                                                                                            |
| <p><b>C.4.2</b> Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (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 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</p> | <p><b>Prerequisite Skills/Considerations:</b><br/>(Previously taught)</p> | <p>I am learning to write informative/explanatory texts so that I can share what I know/learn about a topic.</p> <p><i>**consider using a <a href="#">rubric</a> 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><b>Composing &amp; Drafting:</b></p> <p>I can identify the purpose and audience for my writing..</p> <ul style="list-style-type: none"> <li>● I can create a plan to logically group ideas that support my purpose with the audience in mind.</li> <li>● I can add to my plan by collecting facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● I can introduce my topic clearly by:</li> </ul> |

| Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Estimated Time Frame |
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| <b>Pulling it Together</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>38 days</b>       |
| <p>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"> <li>○ providing a general focus</li> <li>○ providing the audience with a connection (relevance and/or background information)</li> <li>○ providing a thesis statement</li> <li>● I can develop the topic with logically ordered sections that: <ul style="list-style-type: none"> <li>○ group related information</li> <li>○ are elaborated with facts, definitions, concrete details, quotations or other information and examples</li> <li>○ are formatted with audience in mind</li> <li>○ use illustrations and multimedia when useful to aiding comprehension</li> <li>○ use precise language and vocabulary</li> <li>○ use conjunctions and phrases to connect facts and details to the focus</li> <li>○ use transitions and text features to develop structure and link ideas to the focus</li> </ul> </li> <li>● I can provide a concluding section. <ul style="list-style-type: none"> <li>○ restate the thesis</li> <li>○ relink general focus to the thesis</li> <li>○ restate the relevance to the audience (connections, call to action, clincher)</li> </ul> </li> </ul> <p><b>Editing and Revising:</b></p> <p><i>**consider using a <a href="#">checklist</a> to share editing/revising Success Criteria</i></p> |                      |

| Unit 3                                                                                                                                                                                                |                                                                   | Estimated Time Frame                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Pulling it Together                                                                                                                                                                                   |                                                                   | 38 days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                       |                                                                   | <ul style="list-style-type: none"> <li>I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting &amp; idea grouping, transition statements).</li> <li>I can work with peers to revise my writing to add more support (details, quotations, examples).</li> <li>I can work with peers to edit my writing for...(connect to L.5.1 and L.5.2)</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>                                                                                                                                                                                     |
| <b>C.4.6</b> 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. | <b>Prerequisite Skills/Considerations:</b><br>(Previously taught) | <p>I am learning to summarize from my experiences. I am learning to gather information and provide a list of sources.</p> <ul style="list-style-type: none"> <li>I can list relevant information from my experiences.</li> <li>I can sort the information into categories to analyze.</li> <li>I can summarize each category of information. (teacher-created rubric for summary)</li> <li>I can identify a topic and select various print and digital sources.</li> <li>I can categorize information while I take notes from sources.</li> <li>I can provide a list of sources.</li> <li></li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| <b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and                                                                          | <b>Prerequisite Skills/Considerations:</b> (Previously taught)    | <p>I am learning how to determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> <li>I can use definitions or examples to determine the meaning of a word or phrase</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                            | Estimated Time Frame |
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| <b>Pulling it Together</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                            | <b>38 days</b>       |
| <p>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>                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>I can determine the meaning of a word using the root and the affix.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |                      |
| <b>Essential Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                            |                      |
| <p><b>analyze:</b> examine in detail to describe or explain a concept or information</p> <p><b>categorize:</b> to put information into groups based on a common trait</p> <p><b>circular text structure:</b> a text that ends where it began</p> <p><b>claims:</b> to state something that you think is true</p> <p><b>evidence:</b> detail that supports a reason, claim or point; used to show your ideas</p> <p><b>linear text structure:</b> traditional text structure that follows typical plot line; texts that should be read from beginning to end</p> <p><b>non-linear text structure:</b> texts that do not have to be read from beginning to end</p> <p><b>reasons:</b> statement given to explain a claim or belief</p> <p><b>relevant:</b> closely connected to all aspects of the topic, supports a central idea</p> <p><b>summarize:</b> 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> |                                                                                                                                                                                                                            |                      |
| <b>Supporting Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                            |                      |
| <p><b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |                      |

| Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Estimated Time Frame |
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| <b>Pulling it Together</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>38 days</b>       |
| <p>words.</p> <p><b>RF.4.4</b> Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Fluently read grade-level prose and poetry orally on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>RL.4.2</b> 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.</p> <p><b>RL.4.4</b> 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><b>RI.4.2</b> Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.</p> <p><b>RI.4.3</b> 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><b>C.4.4</b> With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><b>L.4.1</b> When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.</p> |                      |
| <b>Summative Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                      |
| School created end-of-unit assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |
| <b>Anchor Text(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |
| <p><b>Amplify Science:</b></p> <ul style="list-style-type: none"> <li><b><i>Through the Eyes of a Geologist</i> (2.1)</b></li> </ul> <p><b>Wonders</b></p> <ul style="list-style-type: none"> <li><b><i>See How They Run</i> (Unit 4, Week 1)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |

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| Pulling it Together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 38 days              |
| <ul style="list-style-type: none"> <li>• <a href="#">Sing to Me</a> (Unit 4, Week 5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |
| Additional Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |
| <p><b>Wonders Texts:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Swimming to the Rock</a> (Unit 4, Week 5)</li> <li>• <a href="#">The Moondust Footprint</a> (Unit 4, Week 5)</li> <li>• <a href="#">Why Does the Moon Change Shape?</a> (Unit 4, Week 4)</li> <li>• <a href="#">Bringing Government Home</a> (Unit 4, Week 2)</li> </ul> <p><b>Consider Pairing with Social Studies</b></p> <p><b>4.I.U.E.1</b> Integrate evidence from two or more sources to answer compelling and supporting questions.</p> <p><b>4.I.CC.1</b> Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.</p> <p><b>4.I.Q.1</b> Ask compelling questions about migration and settlement</p> <p><b>4.I.Q.2</b> Develop supporting questions to answer compelling questions about migration and settlement. (Teacher modeled)</p> <p><b>4.I.U.E.2</b> Determine the value and limitations of primary &amp; secondary sources.</p> <p><b>4.I.U.E.3</b> Develop claims with evidence to answer compelling and supporting questions.</p> <p><b>4.I.CC.4</b> Use listening and consensus-building to determine the ways to support people in transitioning to a new community.</p> <p><a href="#">Composition in the Classroom</a></p> <p><a href="#">CommonLit</a></p> <p><a href="#">Lucy Calkins 4th Grade Information Writing Checklist</a></p> |                      |