

Unit Title		Estimated Time Frame
Working Together		38 days
Big Idea		
Using my own thoughts about texts develops my understanding of them.		
Essential Question(s)		
<p>How can I help myself understand words and phrases used by the author(s)?</p> <p>How do authors use reasons and evidence to support claims in a text?</p> <p>How do I analyze and discuss theme(s) in a text?</p> <p>How do I analyze and discuss the central idea of a text?</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>
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intentions/Samples of Success Criteria
<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>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● cite relevant implicit and explicit information</li> <li>● determine theme</li> </ul> <p><b>Considerations:</b> 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 to analyze how the theme is reflected in a text using implicit and explicit information.</p> <ul style="list-style-type: none"> <li>● I can determine the theme of a text using explicit and implicit information.</li> <li>● I can cite and describe how implicit and explicit information reflects the theme.</li> <li>● I can analyze how the theme is supported by citing the implicit and/or explicit information in the text.</li> </ul>

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<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><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● cite information from text</li> <li>● cite relevant implicit and explicit information (that supports central idea)</li> </ul> <p><b>Considerations:</b> 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 to analyze how the central idea is reflected and cite relevant implicit and explicit evidence.</p> <ul style="list-style-type: none"> <li>● I can determine the central idea of a text using explicit and implicit information.</li> <li>● I can cite and describe how implicit and explicit information reflects the central idea.</li> <li>● I can analyze how the central idea is reflected and cite the implicit and/or explicit evidence.</li> </ul>
<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><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● determine meaning of words in text</li> <li>● distinguish literal from nonliteral (idioms &amp; hyperbole)</li> </ul> <p><b>Considerations:</b> 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"> <li>● I can define simile and metaphor.</li> <li>● I can identify figurative language (e.g.simile and/or metaphor) used in a text.</li> <li>● I can explain the meaning of figurative language (simile and/or metaphor) used in text.</li> <li>● I can explain how words and phrases shape the meaning of the text.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● identify general academic words and phrases</li> <li>● explain how those words and phrases shape meaning</li> </ul>	<p>I am learning how words and phrases shape the meaning of text.</p> <ul style="list-style-type: none"> <li>● I can define domain-specific.</li> <li>● I can identify domain-specific words and phrases in a text.</li> <li>● I can determine the meaning of academic and domain specific words and phrases in</li> </ul>

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	<p><b>Considerations:</b> This standard is identical to 3rd grade with the addition of “and domain specific”, “and explain”.</p>	<p>the text.</p> <ul style="list-style-type: none"> <li>I can describe and explain how academic and domain-specific words and phrases shape meaning.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<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:</b></p> <ul style="list-style-type: none"> <li>Identify reasons and evidence to support claims</li> <li>Identify claims the author makes in a text</li> </ul> <p><b>Considerations:</b> Understanding and explaining how authors use text information to support claims will be a new skill for 4th graders. Explicitly teach and model making the connection between the evidence and reasons and the author’s claims.</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/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:</b> Students should be able to read and comprehend texts independently and proficiently in prior grade levels; text complexity increases as students move toward standard mastery.</p> <p><b>Considerations:</b> Students should have time to read both self-selected and teacher-selected texts independently.</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> <li>skip the word and read on</li> </ul> </li> <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> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>○ visualizing</li> <li>○ determining importance</li> <li>○ inferencing</li> <li>○ summarizing</li> <li>○ synthesizing</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.4.1</b> Compose opinions, using writing and digital resources, on topics or texts, supporting an author’s perspective with reasons and information. (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 or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>● Introduce the topic, followed by an opinion statement, and create an organizational structure.</li> </ul> <p><b>Considerations:</b> Prior to 4th grade, students have been given prompting and support with producing pieces. Writing instruction should be highly modeled and scaffolded. Consider using a gradual release of responsibility model.</p>	<p>I am learning to use reasons and information to write an opinion piece.</p> <p><b>Composing and Drafting:</b></p> <ul style="list-style-type: none"> <li>● I can identify and describe my opinion as an author.</li> <li>● I can support my opinion with reasons and information from texts and digital resources.</li> <li>● I can identify the audience for my opinion piece.</li> <li>● I can create a writing plan to support my opinion 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 create an organized introduction: <ul style="list-style-type: none"> <li>○ Introduce topic clearly</li> <li>○ State opinion</li> <li>○ Create an organizational structure that groups ideas to support my opinion</li> </ul> </li> <li>● I can develop my opinion: <ul style="list-style-type: none"> <li>○ Provide reasons that are supported by facts and details</li> </ul> </li> </ul>

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planning, revising, editing and rewriting.		<ul style="list-style-type: none"> <li>○ from texts and digital resources</li> <li>○ Use transitions</li> <li>● I can develop a concluding section: <ul style="list-style-type: none"> <li>○ Restate/summarize my topic and opinion</li> </ul> </li> </ul> <p><b>Editing and Revising:</b></p> <ul style="list-style-type: none"> <li>● I can work with peers to revise my writing to make sure the purpose is clear (introduction, audience, overall text formatting and 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>

### Essential Vocabulary

**analyze:** examine in detail to explain a concept or information

**central idea:** the most important idea that tells what the paragraph or text will be about

**claims:** a claim is what an author wants readers to accept as true and act on; the author's thesis is the *primary* claim he or she will make, develop, and support with evidence throughout the paper. Because a claim is debatable, it requires supporting evidence to counter inevitable challenges the critical reader will make as they assess the validity of the claims, logic, and evidence.

**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)

**evidence:** what the author provides as proof or reason to believe a claim. It is the reader's job to determine if the evidence is, in fact, related to the claim and does, indeed, provide adequate support. If the evidence is from an unreliable source or is limited to a few details, the reader should consider the evidence insufficient.

**explicit evidence:** fully and clearly expressed or demonstrated

**figurative language:** a word or group of words whose meaning is different from its literal meaning

**implicit:** evidence that is not directly stated by the author; readers must look for clues within the text, along with what they already know, to use implicit evidence within the text

**theme:** the overall message or lesson learned in a text

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<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 words.</p> <p><b>RF.4.4</b> Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.</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><b>RL.4.7</b> Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p> <p><b>RI.4.6</b> Compare/contrast a firsthand and secondhand account of the same event or topic.</p> <p><b>R.4.7</b> Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>C.4.5</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>C.4.7</b> Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</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> <p><b>L.4.2</b> When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.</p> <p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	
<b>Summative Assessment</b>	

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Working Together	38 days
TBA	
Anchor Text(s)	
<p><b>Amplify Science</b>  <b><u>Through the Eyes of a Geologist (2.1)</u></b></p> <p><b>Wonders</b>  <u>Valley of the Moon</u> (Unit 6, Week 2)  <u>Energy Island</u> (Unit 6, Week 3)</p>	
Additional Resources	
<p><b>Wonders</b>  <u>The Big Picture of Economics</u> (Unit 6, Week 4)  <u>The Drum/Birdfoot's Grandpa/My Chinatown</u> (Poetry; Unit 6, Week 5)</p> <p><b>Consider Pairing with Social Studies</b>  <b>4.I.U.E.1</b> Integrate evidence from two or more sources to answer compelling and supporting questions.  <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  <b>4.I.Q.2</b> Develop supporting questions to answer compelling questions about migration and settlement. (Teacher modeled)  <b>4.I.U.E.2</b> Determine the value and limitations of primary &amp; secondary sources.  <b>4.I.U.E.3</b> Develop claims with evidence to answer compelling and supporting questions.  <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>  <a href="#">CommonLit</a></p>	