

<p><b>Unit 1: Quarter 1</b> Inventions and Discoveries</p> <p><b>Unit Description</b> Students will explore various stories to determine how particular inventions and discoveries have impacted the lives of people.</p>	<p><b>Anchor Text(s)</b> Selections from <u>Mistakes that Worked</u></p> <p>Selections from <u>What a Great Idea! Inventions that Changed the World</u></p> <p><u>The Story of Levi's</u></p>	<p><b>Reading Standards*</b></p> <p>RL 4.3: Describe in depth a character, setting, or event, drawing on specific details in the text.</p> <p>RL 4.6: Compare and contrast the point of view from which different stories are narrated.</p> <p>RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Writing Standards*</b></p> <p>W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How is the main idea of a text supported by details?</li> <li>• What specific details from the text and inferences contribute to the development of a deep understanding of characters, settings, and events?</li> <li>• Explain the how particular inventions and discoveries have impacted the lives of people based on specific information and inferences made from a text.</li> <li>• Compare and contrast information presented about two inventions or inventors by integrating information from two or more texts.</li> </ul>		<p><b>Language Standards</b></p> <p>L 4.1d: Order adjectives within sentences according to conventional patterns</p> <p>L 4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L 4.2a: Use correct capitalization.</p> <p>L 4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L 4.3a: Choose words and phrases to convey ideas precisely</p> <p>L 4.3b: Choose punctuation for effect</p>
			<p><b>Speaking and Listening Standards*</b></p>

\* See page 6 for a list of additional standards that are covered throughout every quarter.

<p><b>Unit 2: Quarter 2</b> The Long Road to Freedom</p> <p><b>Unit Description</b></p> <p>Through an analysis of video and text-based first- and second-hand accounts, students will explore how struggles with political and personal freedoms have impacted American history.</p>	<p><b>Anchor Text(s)</b> <u>Dear America: A Journey to the New World</u> (VIDEO)</p> <p><u>Seeds of Revolution</u></p> <p><u>What was the Underground Railroad?</u></p> <p><u>Civil Rights Movement</u> (Cornerstones of Freedom Series)</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How have historical events impacted our American freedoms?</li> <li>• How are first and second-hand accounts of an event similar and different?</li> <li>• How is an oral or visual presentation of a text similar or different to the written text?</li> </ul>	<p><b>Reading Standards*</b></p> <p>RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements when writing or speaking about text.</p> <p>RL 4.6: Compare and contrast the point of view from which different stories are narrated.</p> <p>RL 4.7: Make connections between the text and a visual or oral presentation of the text.</p> <p>RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>RI 4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Writing Standards*</b></p> <p>W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>Language Standards</b></p> <p>L 4.1a: Use relative pronouns and adverbs.</p> <p>L 4.1b: Form and use progressive verb tenses.</p> <p>L 4.1c: Use modal auxiliaries to convey various conditions.</p> <p>L 4.1e: Form and use prepositional phrases.</p> <p>L 4.1g: Correctly use frequently confused words.</p> <p>L 4.2c: Use a coma before a coordinating conjunction in a compound sentence.</p> <p>L 4.5a: Explain the meaning of simple similes and metaphors in context.</p>
--	---	---	--

			<p>L 4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L 4.5c: Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p><b>Speaking and Listening Standards*</b></p>
--	--	--	--

\* See page 6 for a list of additional standards that are covered throughout every quarter.

<p><b>Unit 3: Quarter 3</b> Heroes</p> <p><b>Unit Description</b></p> <p>Students will read about famous, literary, and unsung heroes to assist them in creating a definition of “hero” as the unit evolves.</p>	<p><b>Anchor Text(s)</b></p> <p><u>Masterpiece</u></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does what we read teach us about heroism?</li> <li>• What characteristics define a hero?</li> </ul>	<p><b>Reading Standards*</b></p> <p>RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL 4.3: Describe in depth a character, setting, or event, drawing on specific details in the text.</p> <p>RL 4.9: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic.</p>	<p><b>Writing Standards*</b></p> <p>W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <hr/> <p><b>Language Standards</b></p> <p>L 4.1a: Use relative pronouns and adverbs.</p> <p>L 4.1b: Form and use progressive verb tenses.</p> <p>L 4.1e: Form and use prepositional phrases.</p> <p>L 4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L 4.2b: Use commas and quotation marks to mark direct speech and quotations from text.</p> <p>L 4.2c: Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L 4.5c: Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <hr/> <p><b>Speaking and Listening Standards*</b></p>
--	---	--	---

\* See page 6 for a list of additional standards that are covered throughout every quarter.

<p><b>Unit 4: Quarter 4 (1<sup>st</sup> half)</b> Clues to a Culture</p> <p><b>Unit Description</b></p> <p>Students will define and learn about various cultures as they compare and contrast myths, folktales and trickster tales.</p>	<p><b>Anchor Text(s)</b> <u>Weaving of a Dream</u></p> <p><u>Mystic Horse</u></p> <p><u>Why Mosquitos Buzz in People's Ears</u></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How are a culture's values expressed through the theme of a story or folktale?</li> <li>• How are themes of folktales from various cultures the same and different?</li> <li>• How do the characters, setting, and plot events impact the theme of the folktale?</li> </ul>	<p><b>Reading Standards*</b></p> <p>RL 4.2: Determine a theme; summarize the text.</p> <p>RL 4.3: Describe in depth a character, setting, or event, drawing on specific details in the text.</p> <p>RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL 4.9: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p><b>Writing Standards*</b></p> <p>W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>Language Standards</b></p> <p>L 4.2a: Use correct capitalization.</p> <p>L 4.3a: Choose words and phrases to convey ideas precisely.</p> <p>L 4.5a: Explain the meaning of simple similes and metaphors.</p> <p>L 4.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>Speaking and Listening Standards*</b></p>
---	--	---	--

\* See page 6 for a list of additional standards that are covered throughout every quarter.

<p><b>Unit 5: Quarter 4 (2<sup>nd</sup> half)</b> Athletes</p> <p><b>Unit Description</b> In this unit, students learn about athletes and sports using poetry and informational text. Students will learn about poetic devices and how they are used to engage readers.</p>	<p><b>Anchor Text(s)</b> <u>I Hope I Don't Strike Out</u></p> <p><u>Casey at Bat</u></p> <p><u>Sports for Everyone</u></p> <p><u>Goofy Games</u></p> <p><u>Come Play-Children's Games Around the World</u></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are poetic devices?</li> <li>• How are poetic devices used to engage readers?</li> <li>• How do athletes overcome challenges?</li> <li>• What types of sports/games are played around the world?</li> </ul>	<p><b>Reading Standards*</b></p> <p>RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Writing Standards*</b></p> <p>W 4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>Language Standards</b></p> <p>L 4.1c: Use modal auxiliaries to convey various conditions.</p> <p>L 4.1d: Order adjectives within sentences according to conventional patterns.</p> <p>L 4.1g: Correctly use frequently confused words.</p> <p>L 4.3b: Choose punctuation for effect.</p> <p><b>Speaking and Listening Standards*</b></p>
---	--	---	--

\* See page 6 for a list of additional standards that are covered throughout every quarter.

**\*The following standards are covered throughout every quarter**

<p><b>Reading Standards</b></p> <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.</p> <p>RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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.</p> <p>RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i></p> <p>RI 4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>Writing Standards</b></p> <p>W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Language Standards</b></p> <p>L 4.2d: Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L 4.3c: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L 4.4a: Use context as a clue to the meaning of a word or phrase.</p> <p>L 4.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>L 4.4c: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>
<p><b>Speaking and Listening</b></p> <p>SL 4.1: Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>