4th Grade
Unit 1

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The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found here.

Cycle 1

General Description of the Unit
To begin the year, we'll be establishing our routines and procedures for reading and writing. As a learning community, we'll ponder what makes a good reader, why we read, and the different purposes for different genres. By the end of the unit students will be able to read and understand increasingly complex text through a combination of vocabulary acquisition, reading strategy development, and explicit practice in a range of text and genres.

Priority Standards ● Procedures, IREADY, IRLA ● 4.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Reading Expectations** ● Read for a sustained 15 minutes ● Students will use close reading strategies for deeper comprehension. **Smekens Comprehension Road Map** **Week 1** Launch the Reading Voice and Thinking Voice **Week 2** Emphasize that readers pay attention to and record their thoughts during reading **Week 3** Reveal how readers combine to figure out something that the author never said- to make an inference **Vocabulary** **Week 1:** emotion, experiment, and reaction (roots) act and sym/syn **Week 2:** expression, important, and revision (roots) cap and mega	**Supporting Standards** ● 4.RF.4.2: Use the six major syllable patterns (e.g., CVC, CVr, V, VV, VCe, Cle) to read unknown words. ● 4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. ● 4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text. ● 4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others. ● 4.W.6.1a: Demonstrate command of English grammar and usage, focusing on: **Nouns/Pronouns –** ○ Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

Writing Focus
● 4.W.3.1: Persuasive: Write persuasive compositions in a variety of forms that –
	Writing Expectations
	● By the end of quarter one students are expected to
	    ○ Write for a sustained 15 minutes
	    ○ Sentences should be varied

- ○ In an introductory statement, clearly state an opinion to a particular audience.
- ○ Support the opinion with facts and details from various sources, including texts.
- ○ Use an organizational structure to group related ideas that support the purpose.
- ○ Connect opinion and reasons using words and phrases.
- ○ Provide a concluding statement or section related to the position presented.
- **4.W.4: The Writing Process: Apply the writing process to –**
  - ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
  - ○ Use technology to interact and collaborate with others to publish legible documents.

- ○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
- ○ Writing to answer a prompt should address all parts
- ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards
- ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.1 rubric included in the proficiency scale)
- ○ 4th Grade Writing Rubric
- 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 tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

Writing across the genres:
- **Priority: Persuasive**
  - ○ Write a letter: Should other students read this book? Why or why not? Use evidence from the text.
  - ○ Advice column: Giving advice Alvin Ho as he navigates challenges.
  - ○ Responding to constructed response questions including practice typing answers in a text box.
  - ○ Culminating Writing: Based on what you've read, which 3 items would you argue are the most essential for survival in the event of a shipwreck.
- Maintenance: Narrative
  - ○ In order to practice narrative writing, students will write a story about being shipwrecked. The story should align with their argumentative composition and will not be
- Maintenance: Informative
  - ○ Research and write about a shipwreck

Proficiency Scales [Find the Fourth Grade Proficiency Scales here.](#)	Assessments Beginning of the year benchmarks will be utilized during this unit to assess need for remediation and as a starting point to instruction.
Enduring Understandings ● Readers draw conclusions from what they read based on what they have experienced in life and details in the text. ● Good readers use a variety of strategies to make sense of text. ● Reading serves different purposes and can help us make sense of the world around us.	**Essential Questions** ● How do I choose a book? ● How does your purpose for reading impact your book choice? ● What is engaged reading and why does it matter? ● What is a genre? What seems to be the same about books in this genre?

Key Concepts	Related Concepts	Vocabulary
RL.2.1 ● I can use details and examples from the text to explain what a text says explicitly. ● I can use details and examples from the text when drawing inferences. **4.W.3.1** ● I can write persuasive compositions in a variety of forms. ● I can clearly state an opinion to a particular audience. ● I can support an opinion with facts and details from various sources, including texts. ● I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. ● I can connect opinions and reasons using words and phrases.	**4.RF.4.2** ● I can read words with syllable patterns. ● I can read words with the CVC pattern. ● I can read words with the CVr pattern. ● I can read words with short and long vowel patterns. ● I can read words with the VCe pattern. ● I can read words with the Cle pattern. **4.RF.4.6** ● I can use syllabication patterns to accurately read unfamilair multi-syllabic words. ● I can use roots and affixes to accurately read unfamilair multi-syllabic words. **4.RL.4.1** ● I can describe how multimedia presentations enhance the meaning of a text. ● I can describe how the visual and multimedia presentations enhance the text. **4.W.2.1** ● I can write legibly in print. ● I can write legibly in cursive.	**RL.2.1** ● explicit ● inference ● text **4.W.3.1** ● audience ● composition ● conclusion ● facts ● introduction ● opinion ● persuasion ● purpose ● reason ● source ● text **4.RF.4.2** ● syllable ● pattern ● decode ● vowel ● consonant **4.RF.4.6** ● accurately ● affix

● I can write a conclusion. ● I can identify my audience and how to best persuade them in my writing.		● morphology ● syllabication pattern ● syllable **4.RL.4.1** ● visual ● multimedia ● presentation ● representation ● text **4.W.2.1** ● cursive ● legible

Resources

ARC Resources

- **Paired Core Texts (Fiction and Nonfiction)**
  Alvin Ho
  Survival Ocean
- **Framework for Best Practices**
- **Teacher Resource Kit**
- **Hook Book Library: A Static Classroom Library of 50 Best Books to Hook Students in Your Grade**
- **100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Levels**
- **IRLA Home- Practice Cards**
- **SchoolpACE/eIRLA Performance Management System**
- **IRLA Toolkits (Small-Group Instruction)**
- **Digital eLibraries**
- **Root Word Interactive Notebook Resource**

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection

Data Analysis	Celebrations/Changes

Cycle 2
Week 3 100 Book Challenge Rollout

General Description of the Unit

To begin the year, we'll be establishing our routines and procedures for reading and writing. As a learning community, we'll ponder what makes a good reader, why we read, and the different purposes for different genres. By the end of the unit students will be able to read and understand increasingly complex text through a combination of vocabulary acquisition, reading strategy development, and explicit practice in a range of text and genres.

Priority Standards
- **4.RL.2.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **4.RV.2.1**: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

Reading Expectations
- Read for a sustained 15 minutes
- Students will use close reading strategies for deeper comprehension.

Smekens Comprehension Road Map

Week 4 Introduce strategies to support readers making inferences- even with little to no background knowledge on the topic

Week 5 Summarize literature

Week 6 Summarize literature

Vocabulary

Week 3: invention, contradiction, and affection (Roots)
aud and ast

Week4: suspicion, extinction, and reflection (Roots)
dent and biblio

Supporting Standards
- **4.RL.2.2:** Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works
- **4.RL.2.3**: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot
- **4.RL.4.1** Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
- **4.W.6.2a**: Demonstrate command of capitalization, punctuation, and spelling, focusing on: **Capitalization –**
  - Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
- **4.W.6.2b:** Demonstrate command of English grammar and usage, focusing on: **Punctuation** –
  - Correctly using apostrophes to form possessives and contractions.
  - Correctly using quotation marks and commas to mark direct speech.
  - Using a comma before a coordinating conjunction in a compound sentence.

Writing Focus	**Writing Expectations**

● 4.W.3.1: Persuasive: Write persuasive compositions in a variety of forms that –
  ○ In an introductory statement, clearly state an opinion to a particular audience.
  ○ Support the opinion with facts and details from various sources, including texts.
  ○ Use an organizational structure to group related ideas that support the purpose.
  ○ Connect opinion and reasons using words and phrases.
  ○ Provide a concluding statement or section related to the position presented.
● 4.W.4: The Writing Process: Apply the writing process to –
  ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
  ○ Use technology to interact and collaborate with others to publish legible documents.
	● By the end of quarter one students are expected to
	  ○ Write for a sustained 15 minutes
	  ○ Sentences should be varied
	  ○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
	  ○ Writing to answer a prompt should address all parts
	  ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards
	  ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.1 rubric included in the proficiency scale)
	  ○ 4th Grade Writing Rubric
	● 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 tasks, purposes, and audiences.
	● Students use a blend of both hand written and typed responses
	Writing across the genres:
	● **Priority: Persuasive**
	  ○ Write a letter: Should other students read this book? Why or why not? Use evidence from the text.
	  ○ Advice column: Giving advice Alvin Ho as he navigates challenges.
	  ○ Responding to constructed response questions including practice typing answers in a text box.
	  ○ Culminating Writing: Based on what you've read, which 3 items would you argue are the most essential for survival in the event of a shipwreck.
	● Maintenance: Narrative
	  ○ In order to practice narrative writing, students will write a story about being shipwrecked. The story should align with their argumentative composition and will not be
	● Maintenance: Informative

	○ Research and write about a shipwreck ○ Introduce and use RACE strategy
Proficiency Scales Find the Fourth Grade Proficiency Scales here.	**Assessments** **4th Grade Assessment: 4.RL.2.1, 4.RV.2.1**
Enduring Understandings ● Asking and answering questions about a text helps develop comprehension. ● Readers use multiple strategies to try to determine the meanings of unknown words. ● Literature often provides themes that are timeless and universal.	**Essential Questions** ● How do I build my own reading stamina? ● How do I know if I am comprehending a text? ○ What do I do if I am not comprehending a text? ● How does the story's theme relate to me and the real world?

Key Concepts	Related Concepts	Vocabulary
4.RL.2.1 ● I can use details and examples from the text to explain what a text says explicitly. ● I can use details and examples from the text when drawing inferences. **4.RV.2.1** ● I can use context clues to determine the meaning of unknown words. ● I can use text features to determine the meaning of unknown words. **4.W.3.1** ● I can write persuasive compositions in a variety of forms. ● I can clearly state an opinion to a particular audience.	**4.RL.2.2** ● I can paraphrase or retell the main events in a story, myth, legend, or novel. ● I can identify the theme of a myth, legend, or novel and provide evidence for my interpretation of the theme. **4.RL.2.3** ● I can describe a character, setting, or event using details from the text. ● I can describe how a character, setting, or event affects the plot. **4.RL.4.1** ● I can describe how multimedia presentations enhance the meaning of a text. ● I can describe how the visual and multimedia presentations enhance the text.	**4.RL.2.1** ● explicit ● inference ● text **4.RV.2.1** ● context clue ● determine ● text feature **4.W.3.1** ● audience ● composition ● conclusion ● facts ● introduction ● opinion ● persuasion ● purpose ● reason ● source ● text **4.RL.2.2** ● evidence

● I can support an opinion with facts and details from various sources, including texts. ● I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion. ● I can connect opinions and reasons using words and phrases. ● I can write a conclusion. ● I can identify my audience and how to best persuade them in my writing.		● interpret ● legend ● myth ● novel ● paraphrase ● theme **4.RL.2.3** ● character ● plot ● setting ● text **4.RL.4.1** ● visual ● multimedia ● presentation ● representation ● text

Resources

ARC Resources

- **Paired Core Texts (Fiction and Nonfiction)**
  Alvin Ho
  Survival Ocean
- **Framework for Best Practices**
- **Teacher Resource Kit**
- **Hook Book Library: A Static Classroom Library of 50 Best Books to Hook Students in Your Grade**
- **100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Levels**
- **IRLA Home- Practice Cards**
- **SchoolpACE/eIRLA Performance Management System**
- **IRLA Toolkits (Small-Group Instruction)**
- **Digital eLibraries**

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection		
Data Analysis	**Celebrations/Changes**	

Cycle 3

General Description of the Unit

To begin the year, we'll be establishing our routines and procedures for reading and writing. As a learning community, we'll ponder what makes a good reader, why we read, and the different purposes for different genres. By the end of the unit students will be able to read and understand increasingly complex text through a combination of vocabulary acquisition, reading strategy development, and explicit practice in a range of text and genres.

Priority Standards

- **4.RL.2.2:** Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- **4.RV.2.1**: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

Reading Expectations

- Read for a sustained 20 minutes
- Students will use close reading strategies for deeper comprehension.

Smekens Comprehension Road Map

Week 5 Summarize literature
Week 6 Summarize literature

Vocabulary

Week 5: nourishment, amazement, and treatment (Roots) man and path
Week6: compliment, disagreement, and enjoyment (Roots) mot/mov and oid

Supporting Standards

- **4.RL.2.3**: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot
- **4.RL.4.1** Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
- **4.RV.2.2**: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
- **4.W.6.1b:** Demonstrate command of English grammar and usage, focusing on: **Verbs** –
  o Writing sentences that use the progressive verb tenses.
  o Recognizing and correcting inappropriate shifts in verb tense.
  o Using modal auxiliaries (e.g., can, may, must).

Writing Focus

- 4.W.3.1: Persuasive: Write persuasive compositions in a variety of forms that –
  - In an introductory statement, clearly state an opinion to a particular audience.
  - Support the opinion with facts and details from various sources, including texts.
  - Use an organizational structure to group related ideas that support the purpose.

Writing Expectations

- By the end of quarter one students are expected to
  - Write for a sustained 23.5 minutes
  - Sentences should be varied
  - Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
  - Writing to answer a prompt should address all parts

- - Connect opinion and reasons using words and phrases.
    - Provide a concluding statement or section related to the position presented.
- **4.W.4: The Writing Process: Apply the writing process to –**
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
  - Use technology to interact and collaborate with others to publish legible documents.

- - The core text of the unit should be used as a mentor text to teach grammar and usage standards
  - Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.1 rubric included in the proficiency scale)
  - 4th Grade Writing Rubric
- 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 tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

Writing across the genres:
- **Priority: Persuasive**
  - Write a letter: Should other students read this book? Why or why not? Use evidence from the text.
  - Advice column: Giving advice Alvin Ho as he navigates challenges.
  - Responding to constructed response questions including practice typing answers in a text box.
  - Culminating Writing: Based on what you've read, which 3 items would you argue are the most essential for survival in the event of a shipwreck.
- Maintenance: Narrative
  - In order to practice narrative writing, students will write a story about being shipwrecked. The story should align with their argumentative composition and will not be
- Maintenance: Informative
  - Research and write about a shipwreck
  - Introduce and use RACE strategy

Proficiency Scales	**Assessments**
Find the Fourth Grade Proficiency Scales here.	4.RL.2.2

Enduring Understandings	Essential Questions
- Narrative writings have common elements that are often influenced by purpose and audience. - Readers use multiple strategies to try to determine the meanings of unknown words. - Literature often provides themes that are timeless and universal.	- Why do we summarize? - Why does the structure of a narrative matter? - Where does the author use a particularly strong, interesting, or beautiful word or phrase? Why is this an effective choice? - What moves do authors make to develop a story's theme?

Key Concepts	Related Concepts	Vocabulary
4.RL.2.2 - I can paraphrase or retell the main events in a story, myth, legend, or novel. - I can identify the theme of a myth, legend, or novel and provide evidence for my interpretation of the theme. **4.RV.2.1** - I can use context clues to determine the meaning of unknown words. - I can use text features to determine the meaning of unknown words. **4.W.3.1** - I can write persuasive compositions in a variety of forms. - I can clearly state an opinion to a particular audience. - I can support an opinion with facts and details from various sources, including texts. - I can use an organizational structure to group related ideas that support the	**4.RL.2.3** - I can describe a character, setting, or event using details from the text. - I can describe how a character, setting, or event affects the plot. **4.RL.4.1** - I can describe how multimedia presentations enhance the meaning of a text. - I can describe how the visual and multimedia presentations enhance the text. **4.RV.2.2** - I can identify relationships among words. - I can identify synonyms, antonyms, homographs, and homonyms. - I can define multiple-meaning words.	**4.RL.2.1** - explicit - inference - text **4.RV.2.1** - context clue - determine - text feature **4.W.3.1** - audience - composition - conclusion - facts - introduction - opinion - persuasion - purpose - reason - source - text **4.RL.2.3** - character - plot - setting - text **4.RL.4.1** - visual

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purpose, including an introduction, body, and conclusion.

I can connect opinions and reasons using words and phrases.
I can write a conclusion.
I can identify my audience and how to best persuade them in my writing.

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multimedia
presentation
representation
text

4.RV.2.2

antonym
identify
homograph
homonym
synonym

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Resources

ARC Resources

- **Paired Core Texts (Fiction and Nonfiction)**
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- **Framework for Best Practices**
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- **Hook Book Library: A Static Classroom Library of 50 Best Books to Hook Students in Your Grade**
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- **IRLA Home- Practice Cards**
- **SchoolpACE/eIRLA Performance Management System**
- **IRLA Toolkits (Small-Group Instruction)**
- **Digital eLibraries**

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection

Data Analysis	Celebrations/Changes

4th Grade
Unit 2

Cycles of Learning				
At a glance				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
4.W.3.2 & 4.W.4 Oct. 19- Dec. 18 (42 Days)	**Cycle 4** Weeks 1 and 2	Oct. 10- Oct. 31 (13 days)	4.RN.2.1 4.RN.2.2	4.RN.3.1 4.ML.2.1 4.SL.3.2 4.SL.2.1 4.SL.4.2
	Cycle 5 Weeks 3 and 4	Nov. 1 - Nov. 28 (14 days)	4.RN.3.2 4.RV.3.2	4.RN.3.1 4.RL.4.1 4.SL.2.1 4.SL.2.2 4.SL.4.2
	Cycle 6 Weeks 5 and 6	Nov. 29- Dec. 16 (15 days)	4.RN.4.2 ***Procedures*** **NWEA** *(Nov. 28-Dec. 9*)	4.RN2.3 4.RN.4.1 4.ML.2.1 4.SL.2.1 4.SL.3.2 4.SL.4.2

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found *here.*

Cycle 4

General Description of the Unit
- Students will explore animal adaptations in this unit.
- Develop expertise in Science content.
- Publish a well researched informational text
- Students will also read closely to determine the main idea of text and meanings of words.
- Students will be explicitly taught close reading strategies to support comprehension of stretch text.

Priority Standards
- **4.RN.2.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **4.RN.2.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reading Expectations
- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

Vocabulary
Week 1: permanent, temporary, and voluntary
 anim and bio
Week2: extraordinary, constant, satisfactory
aqua and hydr

Supporting Standards
- **4.RN.3.1**: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
- **4.ML.2.1**: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
- **4.SL.2.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **4.SL.3.2**: Identify and use evidence a speaker provides to support particular points.
- **4.SL.4.2**: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
- **4.W.6.1c** Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

Writing Focus
- 4.W.3.2: Informative: Write informative compositions on a variety of topics that –
  - Provide an introductory paragraph with a clear main idea.
  - Provide supporting paragraphs with topic and summary sentences.
  - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
  - Connect ideas using words and phrases.

Writing Expectations
- By the end of quarter one students are expected to
  - Write for a sustained 25 minutes
  - Sentences should be varied
  - Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
  - Writing to answer a prompt should address all parts

- ○ Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- ○ Use language and vocabulary appropriate for audience and topic.
- ○ Provide a concluding statement or section.
- **4.W.4: The Writing Process: Apply the writing process to –**
  - ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
  - ○ Use technology to interact and collaborate with others to publish legible documents.

- ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards
- ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.2 rubric included in the [proficiency scale])
- ○ [4th Grade Writing Rubric]
- ○ Students can paraphrase the ideas of others without plagiarising
- 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 tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

<u>Writing across the genres:</u>
- **Priority: Informative**
  - ○ Students will use research to write in response to ARC research questions. They may choose the format of their response.
    - Write an informative book
    - Create a pamphlet to provide information to a friend
    - Zoo plaque
    - Google slides
    - Book Creator
    - Bingo Sheet (AVA)
- Maintenance: Persuasive
  - ○ Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions, RQ #1, #3)
- Maintenance: Narrative
  - ○ Possible prompts
    - Imagine if this animal was your pet. What is a typical day like?
    - Write a journal entry from your animal's point of view.

Proficiency Scales Find the Fourth Grade Proficiency Scales here.	**Assessments** **4th Grade: Cycle 4 RN.2.2**
Enduring Understandings ● Good readers can summarize and rephrase their understanding of a text in their own words. ● Readers can evaluate details to determine if they support the main idea.	**Essential Questions** ● What are the three most interesting things you found out about your animal? ● What did you learn that surprised you? **Research Questions** ● Describe the animal's behavior and explain how these adaptations help it survive. ● Describe the animal's physical characteristics and explain how these adaptations help it survive. ● Describe the biome in which this animal lives. What are the biggest survival challenges in this biome? What adaptations help the animal to survive in its biome? ● Diagram this animal's food web. What adaptations help the animal to successfully grow and reproduce? ● Chart the stages in this animal's life cycle. What adaptations help the animal to successfully grow and reproduce? ● Identify and describe threats to this animal's survival.

Key Concepts	Related Concepts	Vocabulary
4.RN.2.1 ● I can explain what a text says explicitly using details from the text. ● I can make inferences from a text by referring to details and examples. **4.RN.2.2** ● I can determine the main idea and key details of a nonfiction	**4.RN.3.1** ● I can identify various text features within a nonfiction text. ● I can use text features to gather information and understanding of a nonfiction text. **4.ML.2.1** ● I can recognize claims in print, image, and multimedia.	**4.RN.2.1** ● explicit ● inference ● key details ● main idea ● text ● text evidence **4.RN.2.2** ● determine ● key detail

text.
- I can explain how key details support the main idea in a nonfiction text.
- I can summarize a nonfiction text.

4.W.3.2
- I can write informative compositions on a variety of topics.
- I can write an introduction with a clear main idea.
- I can write supporting paragraphs with topic and summary sentences.
- I can write facts, specific details, examples from various sources and texts to support ideas and extend explanations.
- I can connect ideas using words and phrases.
- I can include text features and multimedia when useful.
- I can use appropriate language for my audience and topic.
- I can write a conclusion.

- I can identify evidence used to support claims in media.

4.SL.2.1
- I can effectively participate in discussions.
- I can ask questions to help me understand and stay on topic.
- I can express my own thinking and ideas.
- I can build on the ideas of others.

4.SL.3.2
- I can identify evidence provided by a speaker.
- I can use evidence provided by a speaker to support particular points.

4.SL.4.2
- I can create oral presentations that maintain a clear focus.
- I can use multimedia in a presentation to enhance the development of main ideas and themes that engage the audience.

- main idea
- summarize
- text

4.W.3.2
- audience
- comprehension
- conclusion
- fact
- format
- information composition
- introduction
- main idea
- multimedia
- source
- summary
- feature
- topic

4.RN.3.1
- format
- heading
- subheading
- text
- text feature

4.ML.2.1
- claim
- evidence
- multimedia

4.SL.2.1
- collaborate
- discussion
- engage
- express
- text
- topic

4.SL.3.2
- evidence

		● speaker
		4.SL.4.2 ● audience ● enhance ● main idea ● multimedia ● presentation ● theme

Resources

ARC Resources

- Informational Research Lab Framework
- Core Text / Exemplar Pack: Animal Adaptations
- Final Project Graphic Organizer
- Anchor Titles
- Research Cards
- Informational Writing Cards
- Independent Research Library

Continue to Use
- IRLA/ SchoolPace
- IRLA Home- Practice Cards
- 100 Book Challenge Library
- Framework for Best Practices
- Hook Book Static Library
- IRLA Toolkits

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection

Data Analysis	Celebrations/Changes

Cycle 5

General Description of the Unit
- Students will explore animal adaptations in this unit.
- Develop expertise in Science content.
- Publish a well researched informational text
- Students will also read closely to determine the main idea of text and meanings of words.
- Students will be explicitly taught close reading strategies to support comprehension of stretch text.

Priority Standards
- **4.RN.3.2**: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- **4.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

Reading Expectations
- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

Vocabulary
Week 3: digestible, visible, and distance
ped and scop
Week4: adjustable, absence, and evidence
spir and therm

Supporting Standards
- **4.RN.3.1**: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
- **4.RL.4.1**: Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
- **4.SL.2.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **4.SL.2.2**: Explore ideas under discussion by drawing on readings and other information.
- **4.SL.4.2**: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
- **4.W.6.1d** Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence

Writing Focus
- 4.W.3.2: Informative: Write informative compositions on a variety of topics that –
  - Provide an introductory paragraph with a clear main idea.
  - Provide supporting paragraphs with topic and summary sentences.
  - Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
  - Connect ideas using words and phrases.

Writing Expectations
- By the end of quarter one students are expected to
  - Write for a sustained 25 minutes
  - Sentences should be varied
  - Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
  - Writing to answer a prompt should address all parts

- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use language and vocabulary appropriate for audience and topic.
- Provide a concluding statement or section.
- 4.W.4: The Writing Process: Apply the writing process to –
  - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
  - Use technology to interact and collaborate with others to publish legible documents.

- The core text of the unit should be used as a mentor text to teach grammar and usage standards
- Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.2 rubric included in the proficiency scale)
- 4th Grade Writing Rubric
- Students can paraphrase the ideas of others without plagiarising
- 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 tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

Writing across the genres:
- **Priority: Informative**
  - Students will use research to write in response to ARC research questions. They may choose the format of their response.
    - Write an informative book
    - Create a pamphlet to provide information to a friend
    - Zoo plaque
    - Google slides
    - Book Creator
    - Bingo Sheet (AVA)
- Maintenance: Persuasive
  - Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions, RQ #1, #3)
- Maintenance: Narrative
  - Possible prompts
    - Imagine if this animal was your pet. What is a typical day like?
    - Write a journal entry from your animal's point of view.

Proficiency Scales Find the Fourth Grade Proficiency Scales here.	Assessments **CYCLE 5: 4th Grade Assessment: 4.RN.3.2, 4.RV.3.2**
Enduring Understandings ● Informational texts have specific features and structures that support our understanding of a topic. ● Readers use multiple strategies to try to determine the meanings of unknown words. ● Reading serves different purposes and can help us make sense of the world around us.	**Essential Questions** ● How do the text features connect to the text? ● What information did you learn from the text features? ● Why did the author include the chart/graph/diagram/etc.? **Research Questions** ● Describe the animal's behavior and explain how these adaptations help it survive. ● Describe the animal's physical characteristics and explain how these adaptations help it survive. ● Describe the biome in which this animal lives. What are the biggest survival challenges in this biome? What adaptations help the animal to survive in its biome? ● Diagram this animal's food web. What adaptations help the animal to successfully grow and reproduce? ● Chart the stages in this animal's life cycle. What adaptations help the animal to successfully grow and reproduce? ● Identify and describe threats to this animal's survival.

Key Concepts	Related Concepts	Vocabulary
4.RN.3.2 ● I can describe how events, ideas, concepts, or information are structured in a nonfiction text. **4.RV.3.2** ● I can determine the meanings of words and phrases in a nonfiction text. **4.W.3.2**	**4.RN.3.1** ● I can identify various text features within a nonfiction text. ● I can use text features to gather information and understanding of a nonfiction text. **4.RL.4.1** ● I can describe how multimedia presentations enhance the meaning of a text.	**4.RN.3.2** ● cause ● chronological ● compare ● concept ● contrast ● description ● effect ● nonfiction text ● organizational structure ● procedural ● sequence

● I can write informative compositions on a variety of topics. ● I can write an introduction with a clear main idea. ● I can write supporting paragraphs with topic and summary sentences. ● I can write facts, specific details, examples from various sources and texts to support ideas and extend explanations. ● I can connect ideas using words and phrases. ● I can include text features and multimedia when useful. ● I can use appropriate language for my audience and topic. ● I can write a conclusion.	● I can describe how the visual and multimedia presentations enhance the text. **4.SL.2.1** ● I can effectively participate in discussions. ● I can ask questions to help me understand and stay on topic. ● I can express my own thinking and ideas. ● I can build on the ideas of others. **4.SL.2.2** ● I can use what I have read to expand on ideas in a discussion. ● I can use information that I have heard or seen to support my ideas in a discussion. **4.SL.4.2** ● I can create oral presentations that maintain a clear focus. ● I can use multimedia in a presentation to enhance the development of main ideas and themes that engage the audience.	**4.RV.3.2** ● context clue **4.W.3.2** ● audience ● comprehension ● conclusion ● fact ● format ● information composition ● introduction ● main idea ● multimedia ● source ● summary ● feature ● topic **4.RN.3.1** ● format ● heading ● subheading ● text ● text feature **4.RL.4.1** ● visual ● multimedia ● presentation ● representation ● text **4.SL.2.1** ● collaborate ● discussion ● engage ● express ● text ● topic **4.SL.2.2**

		● discussion
		4.SL.4.2
		   ● audience
		   ● enhance
		   ● main idea
		   ● multimedia
		   ● presentation
		   ● theme

Resources

ARC Resources

- Informational Research Lab Framework
- Core Text / Exemplar Pack: Animal Adaptations
- Final Project Graphic Organizer
- Anchor Titles
- Research Cards
- Informational Writing Cards
- Independent Research Library

Continue to Use
- IRLA/ SchoolPace
- IRLA Home- Practice Cards
- 100 Book Challenge Library
- Framework for Best Practices
- Hook Book Static Library
- IRLA Toolkits

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection

Data Analysis	Celebrations/Changes

Cycle 6

General Description of the Unit
- Students will explore animal adaptations in this unit.
- Develop expertise in Science content.
- Publish a well researched informational text
- Students will also read closely to determine the main idea of text and meanings of words.
- Students will be explicitly taught close reading strategies to support comprehension of stretch text.

Priority Standards
- **4.RN.4.2**: Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Expectations
- Read for a sustained 25 minutes
- Students will use close reading strategies for deeper comprehension.

Vocabulary
Week 5: avoidable, dependable, and removable
vid/vis and cycle
Week 6: respectable, acceptable, and fragrance
ques and chron

Supporting Standards
- **4.RN.2.3**: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **4.RN.4.1**: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- **4.ML.2.1**: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
- **4.SL.2.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- **4.SL.3.2**: Identify and use evidence a speaker provides to support particular points.
- **4.SL.4.2:** Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
- **4.W.6.1e**:Demonstrate command of English grammar and usage, focusing on:
  - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).

Writing Focus	**Writing Expectations**
● 4.W.3.2: Informative: Write informative compositions on a variety of topics that – 　○ Provide an introductory paragraph with a clear main idea. 　○ Provide supporting paragraphs with topic and summary sentences. 　○ Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. 　○ Connect ideas using words and phrases. 　○ Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. 　○ Use language and vocabulary appropriate for audience and topic. 　○ Provide a concluding statement or section. ● 4.W.4: The Writing Process: Apply the writing process to – 　○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). 　○ Use technology to interact and collaborate with others to publish legible documents.	● By the end of quarter one students are expected to 　○ Write for a sustained 25 minutes 　○ Sentences should be varied 　○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. 　○ Writing to answer a prompt should address all parts 　○ The core text of the unit should be used as a mentor text to teach grammar and usage standards 　○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.2 rubric included in the proficiency scale) 　○ 4th Grade Writing Rubric 　○ Students can paraphrase the ideas of others without plagiarising ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses Writing across the genres: ● **Priority: Informative** 　○ Students will use research to write in response to ARC research questions. They may choose the format of their response. 　　■ Write an informative book 　　■ Create a pamphlet to provide information to a friend 　　■ Zoo plaque 　　■ Google slides 　　■ Book Creator 　　■ Bingo Sheet (AVA) ● Maintenance: Persuasive 　○ Response to research questions (ARC): students will support their answers with evidence and reasoning.

	(teachers will need to intentionally choose or design argumentative research questions, RQ #1, #3)
	● Maintenance: Narrative
	  ○ Possible prompts
	    ■ Imagine if this animal was your pet. What is a typical day like?
	    ■ Write a journal entry from your animal's point of view.

Proficiency Scales
Find the Fourth Grade Proficiency Scales here.

Assessments

CYCLE 6: 4th Grade Assessment 4.RN.4.2
 CYCLE 6: 4th Grade Assessment: 4.RN.4.2

Enduring Understandings
- Being an efficient reader means that I read proficiently, accurately, and fluently and share my ideas and thinking with others.
- Authors are careful and creative when they decide which details and facts to present to their audience.
- Readers can recognize similar and different ideas in multiple texts.

Essential Questions
- What is similar about the ideas in these texts?
- What differences are there between the ideas in these two texts?
- How do the authors' messages differ?
- Which text is more interesting? Why?
- How do you know what details to share with your audience?

Research Questions
- Describe the animal's behavior and explain how these adaptations help it survive.
- Describe the animal's physical characteristics and explain how these adaptations help it survive.
- Describe the biome in which this animal lives. What are the biggest survival challenges in this biome? What adaptations help the animal to survive in its biome?
- Diagram this animal's food web. What adaptations help the animal to successfully grow and reproduce?
- Chart the stages in this animal's life cycle. What adaptations help the animal to successfully grow and reproduce?
- Identify and describe threats to this animal's survival.

Key Concepts 4.RN.4.2 ● I can combine information	Related Concepts 4.RN.2.3		Vocabulary 4.RN.4.2 ● demonstrate

from two texts on the same topic.
- I can demonstrate my understanding of a topic by combining information from two texts.

4.W.3.2
- I can write informative compositions on a variety of topics.
- I can write an introduction with a clear main idea.
- I can write supporting paragraphs with topic and summary sentences.
- I can write facts, specific details, examples from various sources and texts to support ideas and extend explanations.
- I can connect ideas using words and phrases.
- I can include text features and multimedia when useful.
- I can use appropriate language for my audience and topic.
- I can write a conclusion.

- I can explain how historical events are connected in a nonfiction text.
- I can explain how scientific ideas are connected in a nonfiction text.
- I can explain how steps in a process or procedure are connected in a nonfiction text.
- I can use information from the text to explain relationships between events or ideas.

4.RN.4.1
- I can distinguish between facts and opinions in a nonfiction text.
- I can explain how the reasons and evidence support the author's statement or position.

4.ML.2.1
- I can recognize claims in print, image, and multimedia.
- I can identify evidence used to support claims in media.

4.SL.2.1
- I can effectively participate in discussions.
- I can ask questions to help me understand and stay on topic.
- I can express my own thinking and ideas.
- I can build on the ideas of others.

4.SL.3.2
- I can identify evidence provided by a speaker.
- I can use evidence provided by a speaker to support particular points.

4.SL.4.2
- I can create oral presentations that maintain a clear focus.

- nonfiction text
- summarize
- topic

4.W.3.2
- audience
- comprehension
- conclusion
- fact
- format
- information composition
- introduction
- main idea
- multimedia
- source
- summary
- feature
- topic

4.RN.2.3
- historical text
- nonfiction text
- procedure
- technical text

4.RN.4.1
- claim
- distinguish
- evidence
- fact
- nonfiction text
- opinion

4.ML.2.1
- claim
- evidence
- multimedia

4.SL.2.1
- collaborate
- discussion

	● I can use multimedia in a presentation to enhance the development of main ideas and themes that engage the audience.	● engage
		● express
		● text
		● topic
		4.SL.3.2
		   ● evidence
		   ● speaker
		4.SL.4.2
		   ● audience
		   ● enhance
		   ● main idea
		   ● multimedia
		   ● presentation
		   ● theme

Resources

ARC Resources

- Informational Research Lab Framework
- Core Text / Exemplar Pack: Animal Adaptations
- Final Project Graphic Organizer
- Anchor Titles
- Research Cards
- Informational Writing Cards
- Independent Research Library

Continue to Use
- IRLA/ SchoolPace
- IRLA Home- Practice Cards
- 100 Book Challenge Library
- Framework for Best Practices
- Hook Book Static Library
- IRLA Toolkits

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection	
Data Analysis	**Celebrations/Changes**

Grade 4
Unit 3

Cycles of Learning				
At a glance				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
4.W.3.3 & 4.W.4 Jan. 4- Mar. 7 (42 days)	**Cycle 7**	Jan. 3 - Jan. 23 (14 days)	4.RL.2.2	4.RL.2.1 4.RL.3.1 4.RL.4.2 4.RV.3.1
	Cycle 8	Jan. 24- Feb. 10 (14 days)	4.RL.2.3	4.RL.2.1 4.RL.4.2 4.RV.3.1

	Cycle 9	Feb. 13- March 3 (14 days)	4.RL.3.2		4.RL.2.1 4.RV.3.1

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here.](here)

Cycle 7

General Description of the Unit

Students will use knowledge gained in this unit to compare and contrast how myths from the past influence contemporary stories. Mythology will provide a canvas for students to analyze characters, settings, events and their impact on the plot. Additionally, students will be able to describe the importance of mythology at the time in making sense of the world.

Priority Standards	Supporting Standards
● **4.RL.2.2**: Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. **Reading Expectations** ● Read for a sustained 25 minutes ● Students will use close reading strategies for deeper comprehension. **Vocabulary** **Week 1:** nuisance, brilliance, and innocence scrib and gram **Week2:** pleasant, remarkable, and elegant spec and photo	● **4.RL.2.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● **4.RL.3.1**: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama. ● **4.RL.4.2**: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. ● **4.RV.3.1**: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
Writing Focus ● 4.W.3.3: Narrative: Write narrative compositions in a variety of forms that – ○ Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. ○ Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. ○ Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. ○ Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events.	**Writing Expectations** ● By the end of quarter two students are expected to ○ Write for a sustained 25 minutes ○ Sentences should be varied ○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ○ Writing to answer a prompt should address all parts ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards

● 4.W.4: The Writing Process: Apply the writing process to – ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents.	○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.3 rubric included in the proficiency scale) ○ 4th Grade Writing Rubric ○ Students can paraphrase the ideas of others without plagiarising ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses Writing across the genres: ● **Priority: Narrative** ○ Develop a story that contains an introduction, details that organize events that unfold the plot, and develops the characters. ○ Use dialogue and vocabulary to describe the details. ○ Provide an ending that follows the narrative. ● Maintenance: Persuasive ○ Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,) ● Maintenance: Informative ○
Proficiency Scales Find the Fourth Grade Proficiency Scales here.	**Assessments** **CYCLE 7: 4th Grade Assessment: 4.RL.2.2** **CYCLE 7: 4th Grade Assessment: 4.RL.2.2**
Enduring Understandings ● Good readers use a variety of strategies to make sense of text. ● Literature often provides themes that are timeless and universal.	**Essential Questions** ● What are the elements of a mystery? ● How does an author build suspense? **Mystery & Forensic Science: Common Theme Topics/ Questions** *Suggested questions: Use these as you see fit throughout the unit.

● Good readers use background knowledge of story elements to recognize various genres (poems, plays, prose).	● What is justice? How does someone determine what is just? ● Are criminals born or made? ● What drives someone to commit a crime? ● What is necessary for a detective to be able to solve a mystery? ● Why do people keep secrets? ● Is what is just, or lawful, always what is right? ● What are the things that get in the way of a crime being solved? ● For what crimes, if any, is the death penalty an appropriate punishment? ● Why do puzzles fascinate people? ● Is it more important to rely on logic and reasoning or feelings and intuition? Why? ● What can guilt do to people? Why do people feel guilt? ● Who determines what's a crime? Who determines punishments? ● What would you do if a loved one commits a crime? ● "Crime doesn't pay." Do you agree? Why or why not? ● How successful is our judicial system at determining guilt or innocence? ● Is crime ever justified?

Key Concepts	Related Concepts	Vocabulary
4.RL.2.2 ● I can paraphrase or retell the main events in a story, myth, legend, or novel. ● I can identify the theme of a myth, legend, or novel and provide evidence for my interpretation of the theme. **4.W.3.3** ● I can write narrative compositions in a variety of forms.	**4.RL.2.1** ● I can use details and examples from the text to explain what a text says explicitly. ● I can use details and examples from the text when drawing inferences. **4.RL.3.1** ● I can explain the differences between poems, plays, and prose. ● I can refer to the structural elements of a poem or drama when describing each type of literature. **4.RL.4.2**	**4.RL.2.2** ● evidence ● interpret ● legend ● myth ● novel ● paraphrase ● theme **4.W.3.3** ● context ● dialogue ● introduction

- I can write an introduction to help the reader imagine the world of my narrative. - I can organize events using paragraphs and transitions. - I can use dialogue and descriptive details to develop events and characters. - I can use vocabulary with sensory details to give a clear picture of ideas and events. - I can write an ending to my story.	- I can identify the theme of a story, myth, or piece of traditional literature. - I can compare and contrast similar themes and topics in stories, myths, and traditional literature. - I can compare and contrast patterns of events in stories, myths, and traditional literature from different cultures. **4.RV.3.1** - I can determine how figurative language provides meaning in a work of literature.	- narrate - narrative - paragraph - senses - transitional word **4.RL.2.1** - explicit - inference - text **4.RL.3.1** - drama - play - poem - prose **4.RL.4.2** - compare - contrast - culture - myth - theme - topic - traditional literature **4.RV.3.1** - determine - figurative language - hyperbole - metaphor - simile
Resources		
ARC Resources		
Literature Genre Lab Framework		

- Core Text: Clubhouse Mysteries
- Anchor Titles
- Graphic Organizers
- Genre Card
- Literacy Genre Text Set
- Informational Text Set

Continue to Use
- Framework for Best Practices
- 100 Book Challenge Library
- IRLA/ School Pace
- IRLA Home- Practice Cards
- Hook Book Library
- IRLA Toolkits

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection	
Data Analysis	**Celebrations/Changes**

Cycle 8

General Description of the Unit

Students will use knowledge gained in this unit to compare and contrast how myths from the past influence contemporary stories. Mythology will provide a canvas for students to analyze characters, settings, events and their impact on the plot. Additionally, students will be able to describe the importance of mythology at the time in making sense of the world.

Priority Standards ● **4.RL.2.3**: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. **Reading Expectations** ● Read for a sustained 25 minutes ● Students will use close reading strategies for deeper comprehension. **Vocabulary** **Week 3:** disagreeable, imaginary, and anniversary port and graph **Week 4:** literary, impatient, and convenient voc and tele	**Supporting Standards** ● **4.RL.2.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● **4.RL.4.2**: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. ● **4.RV.3.1**: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).

Writing Focus
● 4.W.3.3: Narrative: Write narrative compositions in a variety of forms that –
  ○ Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
  ○ Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
  ○ Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
  ○ Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events.
	Writing Expectations
	● By the end of quarter two students are expected to
	  ○ Write for a sustained 25 minutes
	  ○ Sentences should be varied
	  ○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
	  ○ Writing to answer a prompt should address all parts
	  ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards

● 4.W.4: The Writing Process: Apply the writing process to –
   ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
   ○ Use technology to interact and collaborate with others to publish legible documents.
	○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.3 rubric included in the proficiency scale)
	   ○ 4th Grade Writing Rubric
	   ○ Students can paraphrase the ideas of others without plagiarising
	 ● 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 tasks, purposes, and audiences.
	 ● Students use a blend of both hand written and typed responses
	 <u>Writing across the genres:</u>
	 ● **Priority: Narrative**
	   ○ Develop a story that contains an introduction, details that organize events that unfold the plot, and develops the characters.
	   ○ Use dialogue and vocabulary to describe the details.
	   ○ Provide an ending that follows the narrative.
	 ● Maintenance: Persuasive
	   ○ Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,)
	 ● Maintenance: Informative

Proficiency Scales Find the Fourth Grade Proficiency Scales here.	**Assessments** **CYCLE 8: 4th Grade Assessment: 4.RL.2.3**
Enduring Understandings ● Understanding a character's traits and motivations can help us empathize with their perspective. ● Authors use many strategies to reveal important information about a story's characters (character actions, dialogue, narration).	**Essential Questions** ● What is the story's conflict? How is it resolved? ● How does the conflict between the protagonist and the antagonist show the different positions on the issue? ● What about the characteristics of the protagonist and the antagonist are important to this issue or theme? ● What is the central mystery of the story?

● Stories contain universal elements that appear in all genres.	● Where and when does the story take place? ● Is the ending satisfying? Why or why not? ● What do you predict the character will do next?

Key Concepts	**Related Concepts**	**Vocabulary**
4.RL.2.3 ● I can describe a character, setting, or event using details from the text. ● I can describe how a character, setting, or event affects the plot. **4.W.3.3** ● I can write narrative compositions in a variety of forms. ● I can write an introduction to help the reader imagine the world of my narrative. ● I can organize events using paragraphs and transitions. ● I can use dialogue and descriptive details to develop events and characters. ● I can use vocabulary with sensory details to give a clear picture of ideas and events. ● I can write an ending to my story.	**4.RL.2.1** ● I can use details and examples from the text to explain what a text says explicitly. ● I can use details and examples from the text when drawing inferences. **4.RL.4.2** ● I can identify the theme of a story, myth, or piece of traditional literature. ● I can compare and contrast similar themes and topics in stories, myths, and traditional literature. ● I can compare and contrast patterns of events in stories, myths, and traditional literature from different cultures. **4.RV.3.1** ● I can determine how figurative language provides meaning in a work of literature.	**4.RL.2.3** ● character ● plot ● setting ● text **4.W.3.3** ● context ● dialogue ● introduction ● narrate ● narrative ● paragraph ● senses ● transitional word **4.RL.2.1** ● explicit ● inference ● text **4.RL.4.2** ● compare ● contrast ● culture ● myth ● theme ● topic ● traditional literature **4.RV.3.1** ● determine ● figurative language ● hyperbole

		● metaphor ● simile

Resources		

ARC Resources		
● Literature Genre Lab Framework ● Core Text: Clubhouse Mysteries ● Anchor Titles ● Graphic Organizers ● Genre Card ● Literacy Genre Text Set ● Informational Text Set *Continue to Use* ● Framework for Best Practices ● 100 Book Challenge Library ● IRLA/ School Pace ● IRLA Home- Practice Cards ● Hook Book Library ● IRLA Toolkits		
Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection	
Data Analysis	**Celebrations/Changes**

Cycle 9

General Description of the Unit
This unit examines texts that explore how characters change as a result of encountering challenges.

Priority Standards	**Supporting Standards**
● **4.RL.3.2**: Distinguish personal point of view from that of the narrator or those of the characters. **Reading Expectations** ● Read for a sustained 30 minutes ● Students will use close reading strategies for deeper comprehension. **Vocabulary** **Week 5:** category, decent, and distant rupt and mechan **Week 6:** obedience, obedient, and ignorant san and meter	● **4.RL.2.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● **4.RV.3.1:** Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
Writing Focus ● 4.W.3.3: Narrative: Write narrative compositions in a variety of forms that – ○ Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. ○ Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. ○ Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. ○ Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. Provide an ending that follows the narrated experiences or events. ● 4.W.4: The Writing Process: Apply the writing process to – ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of	**Writing Expectations** ● By the end of quarter two students are expected to ○ Write for a sustained 30 minutes ○ Sentences should be varied ○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ○ Writing to answer a prompt should address all parts ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.3 rubric included in the proficiency scale) ○ 4th Grade Writing Rubric ○ Students can paraphrase the ideas of others without plagiarising

ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
   ○ Use technology to interact and collaborate with others to publish legible documents.
 	
 ●
	● 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 tasks, purposes, and audiences.
	 ● Students use a blend of both hand written and typed responses
	 <u>Writing across the genres:</u>
	 ● **Priority: Narrative**
	   ○ Develop a story that contains an introduction, details that organize events that unfold the plot, and develops the characters.
	   ○ Use dialogue and vocabulary to describe the details.
	   ○ Provide an ending that follows the narrative.
	 ● Maintenance: Persuasive
	   ○ Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,)
	 ● Maintenance: Informative

Proficiency Scales Find the Fourth Grade Proficiency Scales here.	**Assessments** **CYCLE 9: 4th Grade Assessment: 4.RL.3.2**
Enduring Understandings ● Good readers connect to the text by recognizing their own point of view. ● Good readers can recognize characters' and authors' points of view and how they differ from the reader's. ● Authors need to have strong story elements to produce interesting stories.	**Essential Questions** ● How does an author develop a character throughout the story? ● What are the interactions and events that cause a character to change? ● What motivates characters to overcome challenges?

| **Key Concepts**
 4.RL.3.2
 ● I can compare and contrast the point of view from which different stories are narrated.
 ● I can determine the point of view of a story. | **Related Concepts**
 4.RL.2.1
 ● I can use details and examples from the text to explain what a text says explicitly.
 ● I can use details and examples from the text when drawing inferences.
 4.RV.3.1 | **Vocabulary**
 4.RL.3.2
 ● compare
 ● contrast
 ● first-person
 ● Narrator
 ● point of view |

● I can distinguish between first- and third-person narrations. **4.W.3.3** ● I can write narrative compositions in a variety of forms. ● I can write an introduction to help the reader imagine the world of my narrative. ● I can organize events using paragraphs and transitions. ● I can use dialogue and descriptive details to develop events and characters. ● I can use vocabulary with sensory details to give a clear picture of ideas and events. ● I can write an ending to my story.	● I can determine how figurative language provides meaning in a work of literature.	● third-person **4.W.3.3** ● context ● dialogue ● introduction ● narrate ● narrative ● paragraph ● senses ● transitional word **4.RL.2.1** ● explicit ● inference ● text **4.RV.3.1** ● determine ● figurative language ● hyperbole ● metaphor ● simile

Resources

ARC Resources

- Literature Genre Lab Framework
- Core Text: Clubhouse Mysteries
- Anchor Titles
- Graphic Organizers
- Genre Card
- Literacy Genre Text Set
- Informational Text Set

Continue to Use
- Framework for Best Practices
- 100 Book Challenge Library
- IRLA/ School Pace

- IRLA Home- Practice Cards
- Hook Book Library
- IRLA Toolkits

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection	
Data Analysis	**Celebrations/Changes**

Grade 4
Unit 4

Cycles of Learning				
At a glance				
Unit Writing Focus	**Cycle**	**Time frame**	**Priority Standards**	**Supporting Standards**
4.W.3.1 & 4.W.4 55 Days Total Mar. 8- Apr. 16 (25 Days) April 19- May28 (30 days)	**Cycle 10**	March 6 -April 5 (18 days	4.RN.4.2	4.RN2.3 4.RN.3.3 4.RN.4.1 4.W.6.2a
	Cycle 11	April 6 - May 2 (5 days)	Differentiated assessment preparation	
	Cycle 12	May 3- May 25 (29 days) ILEARN April 17- May 12	Projects, presentations, ML, S&L standards, transition to next grade level ***Procedures*** **NWEA** *(May 8-19)*, IRLA	

*Units are allotted using instructional days, not quarters. Unit 4, which includes ILEARN, will begin during quarter 3.
*150 teaching days + 30 review days = 180 Total

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found here.

Cycle 10

General Description of the Unit
- Assess how point of view or purpose shapes the content and style of a text.
- Students through research will identify key concepts of individual states within our United States of America.
- Students will publish an informative writing to summarize unit learning.

Priority Standards
- **4.RN.4.2**: Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Expectations
- Read for a sustained 30 minutes
- Students will use close reading strategies for deeper comprehension.

Vocabulary
Week 1: introductory, vacant, and department
 vol and phon
Week2: government, employment, and logistics
tain/ten

Supporting Standards
- **4.RN2.3**: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **4.RN.3.3**: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.
- **4.RN.4.1**: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
- **4.W.6.2a**: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate

Writing Focusin
- 4.W.3.1: Persuasive: Write persuasive compositions in a variety of forms that –
    - In an introductory statement, clearly state an opinion to a particular audience.
    - Support the opinion with facts and details from various sources, including texts.
    - Use an organizational structure to group related ideas that support the purpose.
    - Connect opinion and reasons using words and phrases.
    - Provide a concluding statement or section related to the position presented.
- 4.W.4: The Writing Process: Apply the writing process to –

Writing Expectations
- By the end of quarter three students are expected to
    - Write for a sustained 30 minutes
    - Sentences should be varied
    - Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY.
    - Writing to answer a prompt should address all parts
    - The core text of the unit should be used as a mentor text to teach grammar and usage standards

○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
○ Use technology to interact and collaborate with others to publish legible documents.

○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.1 rubric included in the proficiency scale)
○ 4th Grade Writing Rubric
○ Students can paraphrase the ideas of others without plagiarising
● 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 tasks, purposes, and audiences.
● Students use a blend of both hand written and typed responses

Writing across the genres:
● Maintenance: Narrative
  ○ Develop a story that contains an introduction, details that organize events that unfold the plot, and develops the characters.
  ○ Use dialogue and vocabulary to describe the details.
  ○ Provide an ending that follows the narrative.
● Maintenance: Persuasive
  ○ Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,)
● Maintenance: Informative

Proficiency Scales	Assessments
Find the Fourth Grade Proficiency Scales here.	CYCLE 10: 4th Grade Assessment 4.RN.4.2 CYCLE 10: 4th Grade Assessment: 4.RN.4.2

Enduring Understandings	Essential Questions
● Persuasive compositions provide a way to express ideas that are important to the author while providing convincing evidence to support those ideas. ● How a person perceives an event can create bias and affect how others perceive that event. ● Readers use multiple texts to build their understanding of a topic.	● What are the most urgent social, economic, political, or environmental issues facing your state? **Research Questions** ● Geography: How is geography important to your state? How have the physical features impacted the political features?

	● First Nations: Which Native American nations lived in what would eventually become your state? Where are these nations today? ● History: What are the most important milestones in the history of your state? Justify your choices. ● Contributions: How have different ethnic groups and cultures contributed to your state? Who are the three most influential people from your state? Justify your choices. ● Government: Who is responsible for running your state? Compare and contrast the roles of federal, state, and local government. ● Economy: What goods and services does your state specialize in producing? How is your state important to the national and global economy? ● Current Issues: What are the most urgent social, economic, political, or environmental issues facing your state?

Key Concepts	Related Concepts	Vocabulary
4.RN.4.2 ● I can combine information from two texts on the same topic. ● I can demonstrate my understanding of a topic by combining information from two texts. **4.W.3.1** ● I can write persuasive compositions in a variety of forms. ● I can clearly state an opinion to a particular audience. ● I can support an opinion with facts and details from various sources, including texts. ● I can use an organizational structure to group related	**4.RN2.3** ● I can explain how historical events are connected in a nonfiction text. ● I can explain how scientific ideas are connected in a nonfiction text. ● I can explain how steps in a process or procedure are connected in a nonfiction text. ● I can use information from the text to explain relationships between events or ideas. **4.RN.3.3** ● I can compare and contrast first and secondhand accounts of the same event or topic. ● I can describe the difference in the information given in a firsthand and secondhand account.	**4.RN.4.2** ● demonstrate ● nonfiction text ● summarize ● topic **4.W.3.1** ● audience ● composition ● conclusion ● facts ● introduction ● opinion ● persuasion ● purpose ● reason ● source ● text **4.RN2.3** ● historical text

ideas that support the purpose, including an introduction, body, and conclusion. ● I can connect opinions and reasons using words and phrases. ● I can write a conclusion. ● I can identify my audience and how to best persuade them in my writing.	● I can explain how a firsthand and secondhand focus affects the information provided. **4.RN.4.1** ● I can distinguish between facts and opinions in a nonfiction text. ● I can explain how the reasons and evidence support the author's statement or position. **4.W.6.2a** ● I can tell the difference between a noun and a pronoun. ● I can tell the difference between a relative and reflexive pronoun. ● I can explain the functions of a noun or pronoun in a sentence. ● I can include a variety of nouns and pronouns in my writing.	● nonfiction text ● procedure ● technical text **4.RN.3.3** ● compare ● contrast ● firsthand account ● secondhand account ● topic **4.RN.4.1** ● claim ● distinguish ● evidence ● fact ● nonfiction text ● opinion **4.W.6.2a** ● noun ● pronoun ● reflexive pronoun ● relative pronoun

Resources

ARC Resources

- Argument Research Lab Instructional Framework
- Class Set of a Core Text
- Anchor Titles
- Final Project Graphic Organizers
- Research Card
- Argument Writing Cards
- Independent Research Library

Continue to Use
- Framework for Best Practices
- 100 Book Challenge Library
- IRLA/ SchoolPace
- IRLA Home-Practice Cards

- Hook Book Library
- IRLA Toolkit

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection	
Data Analysis	**Celebrations/Changes**

Cycle 11

General Description of the Unit
- Assess how point of view or purpose shapes the content and style of a text.
- Students through research will identify key concepts of individual states within our United States of America.
- Students will publish an informative writing to summarize unit learning.

Priority Standards	Supporting Standards
Priority Standards ● Based on data, identify priority standards to reemphasize ● Choose up to 3. **Vocabulary** **Week 3:** macroeconomy and microeconomics **Week 4:** geo and schem	**Supporting Standards** ●

Writing Focus	Writing Expectations
Writing Focus ● 4.W.3.1: Persuasive: Write persuasive compositions in a variety of forms that – 　○ In an introductory statement, clearly state an opinion to a particular audience. 　○ Support the opinion with facts and details from various sources, including texts. 　○ Use an organizational structure to group related ideas that support the purpose. 　○ Connect opinion and reasons using words and phrases. 　○ Provide a concluding statement or section related to the position presented. ● 4.W.4: The Writing Process: Apply the writing process to – 　○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). 　○ Use technology to interact and collaborate with others to publish legible documents.	**Writing Expectations** ● By the end of quarter three students are expected to 　○ Write for a sustained 30 minutes 　○ Sentences should be varied 　○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. 　○ Writing to answer a prompt should address all parts 　○ The core text of the unit should be used as a mentor text to teach grammar and usage standards 　○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.1 rubric included in the proficiency scale) 　○ 4th Grade Writing Rubric 　○ Students can paraphrase the ideas of others without plagiarising ● 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 tasks, purposes, and audiences. ● Students use a blend of both hand written and typed responses Writing across the genres:

	● Maintenance: Narrative
	  ○ Develop a story that contains an introduction, details that organize events that unfold the plot, and develops the characters.
	  ○ Use dialogue and vocabulary to describe the details.
	  ○ Provide an ending that follows the narrative.
	● Maintenance: Persuasive
	  ○ Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,)
	● Maintenance: Informative

Proficiency Scales Find the Fourth Grade Proficiency Scales here.	**Assessments**
Enduring Understandings ● Persuasive compositions provide a way to express ideas that are important to the author while providing convincing evidence to support those ideas.	**Essential Questions** ● What are the most urgent social, economic, political, or environmental issues facing your state?

Key Concepts 4.W.3.1 ● I can write persuasive compositions in a variety of forms. ● I can clearly state an opinion to a particular audience. ● I can support an opinion with facts and details from various sources, including texts. ● I can use an organizational structure to group related ideas that support the purpose, including an introduction, body, and conclusion.	Related Concepts ●	Vocabulary 4.W.3.1 ● audience ● composition ● conclusion ● facts ● introduction ● opinion ● persuasion ● purpose ● reason ● source ● text

● I can connect opinions and reasons using words and phrases. ● I can write a conclusion. ● I can identify my audience and how to best persuade them in my writing.		

Resources

ARC Resources
●

Supplemental Fiction Texts	**Supplemental Nonfiction Texts**	**Supplemental Media, Music, Art, and other Resources**

Reflection

Data Analysis	**Celebrations/Changes**

Cycle 12

General Description of the Unit
- Assess how point of view or purpose shapes the content and style of a text.
- Students through research will identify key concepts of individual states within our United States of America.
- Students will publish an informative writing to summarize unit learning.

Priority Standards	Supporting Standards
Priority Standards ● Projects, presentations, ML, S&L standards, transition to next grade level ● IREADY, IRLA **Vocabulary** **Week 5:** monologue and geology **Week 6:** eco and equi	**Supporting Standards** ●

Writing Focus	Writing Expectations
Writing Focus ● 4.W.3.1: Persuasive: Write persuasive compositions in a variety of forms that – ○ In an introductory statement, clearly state an opinion to a particular audience. ○ Support the opinion with facts and details from various sources, including texts. ○ Use an organizational structure to group related ideas that support the purpose. ○ Connect opinion and reasons using words and phrases. ○ Provide a concluding statement or section related to the position presented. ● 4.W.4: The Writing Process: Apply the writing process to – ○ Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ○ Use technology to interact and collaborate with others to publish legible documents.	**Writing Expectations** ● By the end of quarter three students are expected to ○ Write for a sustained 30 minutes ○ Sentences should be varied ○ Students will write constructive responses after reading a text and use text evidence to support their responses, using the RACE STRATEGY. ○ Writing to answer a prompt should address all parts ○ The core text of the unit should be used as a mentor text to teach grammar and usage standards ○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (Use W.3.1 rubric included in the proficiency scale) ○ 4th Grade Writing Rubric ○ Students can paraphrase the ideas of others without plagiarising ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

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sitting or a day or two) for a range of tasks, purposes, and audiences.
- Students use a blend of both hand written and typed responses

<u>Writing across the genres:</u>
- Maintenance: Narrative
  - Develop a story that contains an introduction, details that organize events that unfold the plot, and develops the characters.
  - Use dialogue and vocabulary to describe the details.
  - Provide an ending that follows the narrative.
- Maintenance: Persuasive
  - Response to research questions (ARC): students will support their answers with evidence and reasoning. (teachers will need to intentionally choose or design argumentative research questions,)
- Maintenance: Informative

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Proficiency Scales	**Assessments**
Find the Fourth Grade Proficiency Scales here.	

Enduring Understandings	**Essential Questions**
● Persuasive compositions provide a way to express ideas that are important to the author while providing convincing evidence to support those ideas.	● What are the most urgent social, economic, political, or environmental issues facing your state?

Key Concepts	**Related Concepts**	**Vocabulary**
4.W.3.1 ● I can write persuasive compositions in a variety of forms. ● I can clearly state an opinion to a particular audience. ● I can support an opinion with facts and details from various sources, including texts. ● I can use an organizational structure to group related ideas that support the	●	**4.W.3.1** ● audience ● composition ● conclusion ● facts ● introduction ● opinion ● persuasion ● purpose ● reason ● source ● text

purpose, including an introduction, body, and conclusion. ● I can connect opinions and reasons using words and phrases. ● I can write a conclusion. ● I can identify my audience and how to best persuade them in my writing.

Resources

ARC Resources
●

Supplemental Fiction Texts	Supplemental Nonfiction Texts	Supplemental Media, Music, Art, and other Resources

Reflection

Data Analysis	Celebrations/Changes