Curriculum Design

Content Area: Reading/Language Arts

Course Title: General Reading/Language Arts | **Grade Level:** 4

Unit 1- This Land is Your Land	**6 Weeks**
Unit 2- Work and Play	**6 Weeks**
Unit 3- Patterns in Nature	**6 Weeks**
Unit 4- Puzzles and Mysteries	**6 Weeks**
Unit 5- Adventures By Land, Air, and Water	**6 Weeks**

Date Created: **July 2012**

Board Approved on: **August 23, 2012**

Unit 1 Overview

Content Area: Reading/Language Arts

Unit 1 Title: This Land is Your Land

Grade Level: 4

Unit Summary

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets

Standards:
Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature	**Reading Informational Text**
• Sequence	• Main Idea
• Summarize	• Graphic Organizers
• Author's Purpose	• Vocabulary
• Answer Questions	
• Model Pauses	
• Journal Entry	
• Story Structure	
• Context Clues	

Reading Foundational Skills	**Speaking and Listening**
• Fluency – Model	• Dramatic Retelling
• Tone of voice	• Introduction
• Tempo and rate	• Advertisement
• Volume	• Oral Report
• Phrasing	• Debate

Writing
- Memoir
- Journal Entry
- Postcard
- E-mail invitation
- Narrative Writing
- Graphic Organizers
- Sequence

Language
- Sentences Types
  - Interrogative
  - Declarative
  - Imperative
  - Exclamatory
- Subjects
- Predicates
- Compound Sentences
- Clauses and Complex Sentences
- Vocabulary
- Word Structure
- Dictionary/Glossary

CPI #	Cumulative Progress Indicator (CPI)
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
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.
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.4	Produce clear and coherent writing in which the development and organization

	are appropriate to task, purpose, and audience.
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
L.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the

text?

- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?
- How does reading fluently help me to monitor comprehension as I read?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS Tracker

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njccs.org

www.parcconline.org

www.pearsonsuccessnet.com

Unit 2 Overview

Content Area: Reading/Language Arts

Unit 2 Title: Work and Play

Grade Level: 4

Unit Summary

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets

Standards:

Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature	**Reading Informational Text**
• Cause and effect • Prior Knowledge • Drawing Conclusions • Answer questions • Fact and Opinion	• Main Idea • Summarize
Reading Foundational Skills	**Speaking and Listening**

• Fluency – Model
  • Rhythmic Patterns of Language
  • Emotion
  • Volume
  • Characterization/Dialogue
  • Stress/Emphasis
• Monitor and Fix Up
	•Dramatization
	•Sportscast
	•Newscast
	•Job Description
	•Press Conference

Writing	Language

• Poem
• News Story
• Play Scene
• Describe a Job
• Explanation
	• Nouns
	  • Common and Proper Nouns
	  • Regular Plural Nouns
	  • Irregular Plural Nouns
	  • Singular Possessive Nouns
	  • Plural Possessive Nouns
	• Word Structure
	• Dictionary/ Glossary
	• Vocabulary

CPI #	Cumulative Progress Indicator (CPI)
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.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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.

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:
- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:
- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS Tracker

Teacher Resources:

Pearson Scott Foresman's <u>Reading Street</u> Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

Unit 3 Overview
Content Area: Reading/Language Arts
Unit 3 Title: Patterns in Nature
Grade Level: 4
Unit Summary **Primary interdisciplinary connections:** This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them. **21st century themes:** 21st Century Life and Careers Standard 9.1 will be addressed in Unit 3. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets
Standards:
Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature	Reading Informational Text
• Generalization • Visualize • Predict • Story Structure	• Cause and effect • Fact and opinion • Graphic Organizers • Graphic Sources

Reading Foundational Skills
• Fluency – Model
   • Pitch
   • Tone of Voice
   • Rhythmic Pattern of Language
   • Pauses
   • Punctuation Clues
• Context Clues
	Speaking and Listening
	•Persuasive Speech
	•Interview
	•Reader's Theater
	•Weather Broadcast

Writing	Language

• Description
• Friendly Letter
• Comparisons
• Problem/Solution
• Fantasy
	• Verbs
	   • Action and Linking Verbs
	   • Main and Helping
	   • Subject- Verb Agreement
	   • Past, Present, and Future Tenses
	   • Irregular Verbs
	• Model Punctuation Clues
	• Word Structure
	• Context Clues
	• Vocabulary

CPI #	Cumulative Progress Indicator (CPI)
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.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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.
RI.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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.

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:
- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:
- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS Tracker

Teacher Resources:

Pearson Scott Foresman's <u>Reading Street</u> Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

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Unit 4 Overview
Content Area: Reading/Language Arts
Unit 4 Title: Puzzles and Mysteries
Grade Level: 4
Unit Summary   **Primary interdisciplinary connections:** This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.   **21st century themes:** 21st Century Life and Careers Standard 9.1 will be addressed in Unit 4. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets
Standards:
Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature	**Reading Informational Text**
• Visualize • Monitor and Fix Up • Character and Setting • Plot • Model Characterization/ Dialogue	• Compare and Contrast • Predict • Graphic Sources
Reading Foundational Skills	**Speaking and Listening**

• Fluency – Model
     • Emotion
     • Phrasing
     • Stress/Emphasis
 • Context Clues
	• Interview
	 • TV Commercial
	 • Readers Theater
	 • Retelling
	 • Newscast

Writing
- Story About a Discovery
- Travel Brochure
- Feature Story
- Plot Summary
- Business Letter

Language
- Pronouns
  - Singular or Plural
  - Subject and Object
  - Pronouns and Antecedents
  - Possessive Pronouns
- Contractions and Negatives
- Prior Knowledge
- Word Structure
- Dictionary/Glossary
- Vocabulary

CPI #	Cumulative Progress Indicator (CPI)
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.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.b	Provide reasons that are supported by facts and details.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
SL.4.1.c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.a	Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
L.4.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?

- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS Tracker

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parcconline.org

www.pearsonsuccessnet.com

Unit 5 Overview
Content Area: Reading/Language Arts
Unit 5 Title: Adventures By Land, Air, and Water
Grade Level: 4
Unit Summary   **Primary interdisciplinary connections:** This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students' understanding of and connection to the world around them.   **21st century themes:** 21st Century Life and Careers Standard 9.1 will be addressed in Unit 5. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Learning Targets
Standards:
Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature	**Reading Informational Text**
• Story Structure • Drawing Conclusion • Monitor and Fix Up	• Author's Purpose • Predict • Compare and Contrast • Visualize • Main Idea • Text Structure
Reading Foundational Skills	**Speaking and Listening**

• Fluency – Model
  • Pauses
  • Phrasing
  • Tone of Voice
  • Emotion
  • Tempo and Rate
 • Word Structure
	• Dramatization
	 • Radio Announcement
	 • Informational Speech
	 • Interview
	 • First-Person Speech

Writing	**Language**

• Book or Story Review
• Editorial
• Sequence
• Interview
• Write Your Opinion
• Letter of Acceptance
	• Adjectives
	  • Adjectives and Articles
	  • Comparative and Superlatives
	• Adverbs
	  • Comparative and Superlatives
	• Prepositions and Prepositional Phrases
	• Context Clues
	• Word Structure
	• Vocabulary

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RF.4.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1.b	Provide reasons that are supported by facts and details.
W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
SL.4.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the

	topic to explore ideas under discussion.
SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.a	Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
L.4.1.e	Form and use prepositional phrases.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g*., telegraph, photograph, autograph*).
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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?

- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- End of Year Benchmark Assessments
- Online SUCCESS Tracker

Teacher Resources:

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