

Big Idea: Helping Others

Unit 1

English Language Arts

Grade: 4

Unit Time Frame: **5 weeks**
Sept 8- Oct 9

Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS
<p>How do friends help each other? How can an author show what it takes to be a leader? What happens when one person helps another? How can character's actions inspire us to do good things? What motivates one character to help another?</p>	<p>Because of Winn Dixie, My Brother Martin, How Tia Lola Came to Stay, The Power of W.O.W., Stormalong,</p> <p>Additional themed read alouds</p> <p>PARCC</p> <p>Fiction: Greek mythology</p> <p>Nonfiction: biographies</p> <p>Novel for Book Study-</p>	<p>Fluency, short a and long a spelling, complete sentences, prefixes re- un- dis- decoding cvc syllable patterns, phrasing, subjects and predicates, open and closed syllables, prefixes in- im- il- ir- word choice, accuracy, the vccv syllable pattern, voice, intonation, vcv, and vccv syllable patterns, prefizes non- and mis- words with long and short o,</p>	<p>Author's purpose, Story struction, summarize, cause and effect, visualize, theme, analyze, evaluate, understanding characters, infer and predict Monitor, clarify</p> <p>Write to express</p> <p>Leaders, helpers, friends can be right in front of us. The importance of friendship traits There are obstacles one must face and sticking to your principles as you overcome those obstacles builds a good leader/friend/hero .</p>	<p>Comfort, consisted, mention, positive, mood, advanced, properly, peculiar, intends, talent, injustice, dream, numerous, segregation, nourishing, captured, encountered, preferred, recall, example, welcomed, sensitive, observes, unspoiled, prepared, negative, honor, observes, included, glances, prepared, encouragement,</p>	<p>Unit Exam: October 13 Unit 1 Project Due: October 10</p> <p>Project: students will conduct interviews of people who help others and will create an article based on that person</p> <p>Participate in menu activities while following rubric/guideline s based on common core standards and Journey's theme; conduct and present interviews/self-r eflexion/reflecti on of</p>	<p>CCR-R1 CCR-R2 CCR-R3 CCR-R4 CCR-R7 CCR-R10</p> <p>CCR-W2 CCR-W10</p> <p>CCR-L1 CCR-L2 CCR-L4 CCR-L5</p> <p>CCR-SL1 CCR-SL2</p>	<p>RL. 4.1-4.7, 4.9-4.10 RF: 4.3a R.F. 4.4a-c R.I.: 4.1, 4.2, 4.4, 4.5, 4.8, 4.9 W.4.1a: When writing opinion pieces students will introduce a topic or text clearly writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis); opinion writing (text to text/text to self). W.4.1b: students will state reasons to support their thesis statement (such as in descriptive opinion essays). W: 4.3a-e, 4.4, 4.5, 4.7, 4.8, 4.9a, 4.10 SL: 4.1a-d, 4.2, 4.4-4.6 L: 4.1f-g, 4.2c-d, 4.3a-c, 4.4a-c, 4.5a</p>

	<p>Percy Jackson and the Olympians</p> <p>Model Curric. Unit 1</p>	<p>expression, nouns, organization,</p>	<p>Learn about people's experiences helping others Develop an understanding of traits and steps in becoming a leader. Students will be able to see the steps they are or not taking towards the path of kindness and leadership. Explain how important it is for people to help each other and be able to give real-world examples that they've seen/experienced themselves.</p>	<p>assist, misjudged, burglaries, suspect, innocent, favor, scheme, speculated, regretfully, prior, yearning, shortage, memorable, tidal, betrayed, outcast, condition, foaming, seafaring, horrified</p>	<p>inter/intrapersonal relationships with friends, family, and/or community.</p> <p>Conduct an interview about someone's experiences helping others. Based on tweaked rubric from Journeys.</p> <p>Writing assignments based on text to self/text/world connections. Students follow rubric based on Journeys.</p> <p>Pre- and post-assessment</p> <p>Observations of students understanding</p> <p>Quality of response on writing prompts/project /worksheets</p> <p>Homework</p> <p>End of Story assessment</p>		
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					Unit Assessment "Your Turn" activity w/ rubric based on journeys and students' short response to story.		
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Big Idea: We express ourselves in many ways.							<i>Unit 2</i>	
English Language Arts			Grade: 4		Unit Time Frame: 5 weeks October 13-Nov 13			
Essential Questions	Text (Fiction/Nonfiction)	Content	Skills	Key Terms	Assessment Unit Exam: November 17 Benchmark Test 1: November 5-6 (tentative)	College and Career Readiness Standard	CCCS	

<p>How are old and new fairy tales alike and different?</p> <p>How can movies express facts and opinions?</p> <p>How would you make someone comfortable in a new place?</p> <p>Why would someone make an insincere apology?</p> <p>Why do authors write biographies?</p>	<p><i>Cool Motorcycle Dude, Comin Attractions, Me and Uncle Romie, Dear Mr. Winston, Jose</i></p> <p><i>Additional themed read alouds</i></p> <p>PARCC Fiction: greek mythology Non-fiction: autobiographies</p> <p>Nonfiction: biographies</p> <p>Novel for Book Study- Percy Jackson and the Olympians</p> <p>Model Curric Unit 2</p>	<p>Expression, common consonant patterns: digraphs, suffixes -y -ous greek/latin word parts phon, photo, graph, auto, tele, simple verb tenses, vowel sounds OO Stress Conjunctions Figurative language Commas, accuracy, Common beginning syllables, antonyms Author's purpose Analyze and evaluate Intonation Pronouns Analogies Vowel+r sound</p>	<p>Compare and contrast, infer/predict Fact and opinion Summarize Understanding Characters Visualize Conclusions and generalizations Question Author's purpose Analyze, evaluate</p>	<p>Rescue, refused, hideous, exploding, battle, immense, warrior, entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated, glorious, ruined, studio, concerned, model, smeared, yanked, streak, schedule, feast, Fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted, debut, stubborn, permission, hauling, mournful, towered, triumph, Discouraged, toured, border</p>	<p>Participate in probe activities while following rubric/guidelines based on common core standards and Harcourt; through research using Harcourt website as well as discovery and brain pop.</p> <p>Small group activities and presentations based on skill for unit and lesson.</p> <p>Literacy circle based on skills spiraled as well as present skills</p> <p>Writing/Reports/Project assignments based on text to self/text/world connections. Students follow rubric based on quality created by teacher. Pre- and post-assessment</p> <p>Observations of students understanding</p> <p>Quality of response in homework,</p>	<p>CCR-R1 CCR-R2 CCR-R3 CCR-R8 CCR-R9</p> <p>CCR-W3 CCR-W8 CCR-W9 CCR-W10</p> <p>CCR-L1 CCR-L2 CCR-L5 CCR-L6</p> <p>CCR-SL2 CCR-SL3 CCR-SL6</p>	<p><u>Reading Standards for Literature K-5:</u></p> <p><u>Key Ideas and Details:</u> R.L.4.1 R.L.4.3</p> <p><u>Craft and Structure:</u> R.L.4.4 R.L.4.5 R.L.4.6</p> <p><u>Integration of Knowledge and Ideas:</u> R.L.4.7 R.L.4.9</p> <p><u>Range of Reading and Level of Text Complexity:</u> R.L.4.10</p> <p><u>Reading Standards for Informational Text K-5:</u></p> <p><u>Key Ideas and Details:</u> R.I.4.1 R.I.4.2</p> <p><u>Craft and Structure of Knowledge and Ideas:</u> R.I.4.4 R.I.4.5</p> <p><u>Integration of Knowledge and Ideas:</u></p>
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					probes, independent and small group activities and projects Homework End of Lesson assessment Unit Assessment	R.I.4.7 R.I.4.9 <u>Range of Reading and Level of Text Complexity:</u> R.I.4.10 <u>Reading Standards: Foundational Skill K-5:</u> <u>Phonics and Word Recognition:</u> R.F. 4.3a <u>Fluency:</u> R.F. 4.4b <u>Writing Standards K-5:</u> <u>Text Types and Purposes:</u> R.F.4.1a R.F.4.1b R.F.4.1c R.F.4.2a R.F.4.2b R.F.4.3d <u>Productive and Distribution of Writing:</u> W.4.4 W.4.5 <u>Research to Build and Present Knowledge:</u>
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W.4.7
W.4.8
W.4.9a
W.4.9b

Range of Writing:
W.4.10

**Speaking and
Listening Standards**

K-5:
**Comprehension
and Collaboration:**

S.L.4.1a
S.L.4.1b
S.L.4.1c
S.L.4.1d
S.L.4.2
S.L.4.3
S.L.4.4

**Presentation of
Knowledge and Ideas:**

S.L.4.4
S.L.4.5

Language Standards
K-5

**Convention of
Standard English:**

L.4.1.b
L.4.1c
L.4.2d

**Knowledge of
Language:**

L.4.3a
L.4.3b

							<u>Vocabulary Acquisition and Usage:</u> L.4.4b L.4.4c L.4.5a L.4.5b L.4.5c L.4.6
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Big Idea: Nature Can Amaze Us								<i>Unit 3</i>
English Language Arts			Grade: 4		Unit Time Frame: 5 weeks Nov16 - Dec 18			
Essential Questions	Text (Fiction/Nonfiction)	Content	Skills	Key Terms	Assessment	College & Career readiness Standards	CCCS	

<p>How do animals influence your opinion of nature?</p> <p>How can nature influence us?</p> <p>How do events in nature affect other events?</p> <p>How do illustrations make a text interesting?</p> <p>How do details help you understand the main idea?</p>	<p><i>The Tarantula in my purse, The Earth Dragon Awakes, Artic Journal, The Life and Times of the Ant, Ecology for Kids,</i></p> <p>PARCC</p> <p><i>Novel: Percy Jackson and the Olympians</i></p> <p><i>Model Curric Unit 3</i></p>	<p>Punctuation, proper nouns, write to persuade, compound words, suffixes –ful –less –ness –ment</p> <p>Adjust rate to purpose, base words and endings, synonyms, possessive nouns, pauses, regular verbs, recognizing common word parts, greek and latin word parts, stress, participles, recognizing suffixes</p> <p>Expression, irregular verbs, three syllable words, multiple meaning words</p>	<p>Fact and opinion Infer/predict Cause and effect Summarize Text and graphic features, question Main ideas and details Monitor/clarift</p>	<p>, presence, arrangement, disbelief, tempted, biological, endeared, arrangement, pounced, utter, hastened, incident, trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed, display, alert, weariness, fractured, standards, vision, huddle, stranded, concluded, social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers, organisms, directly, affect, traces, vast, habitats, variety, species,</p>	<p>Unit Exam: December 22 Unit 3 Project Due: December 19 PARCC Practice Test: December 9-13 (tentative)</p> <p>Project: students will research and create a pamphlet about a natural wonder of the world</p> <p>Performance Tasks: (G.R.A.S.P.S):</p> <p>Participate in probe activities while following rubric/guidelines based on common core standards and Harcourt; through research using Harcourt website as well as discovery and brain pop.</p> <p>Small group activities and presentations based on skill for unit and lesson.</p> <p>Literacy circle based on skills</p>	<p>CCR-R1 CCR-R4 CCR-R5 CCR-R7 CCR-R8 CCR-R9</p> <p>CCR-W1 CCR-W6 CCR-W7 CCR-W9 CCR-W10</p> <p>CCR-L2 CCR-L3 CCR-L4 CCR-L5</p> <p>CCR-SL1 CCR-SL4 CCR-SL5</p>	<p><u>Reading Standards for Literature K-5:</u> R.L.4.1-R.L.4.10</p> <p><u>Reading Standards for Informational Text K-5: R.I. 4.1-R.I.4.10</u></p> <p><u>Reading Standards: Foundational Skill K-5:</u> R.F. 4.3-R.F.4.4</p> <p><u>Writing Standards K-5:</u> W.4.1-W.4.10</p> <p><u>Speaking and Listening Standards K-5:</u> S.L.4.1-S.L.4.6</p> <p><u>Language Standards K-5:</u> L.4.1-L.4.6</p>
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				banned, radiation	spiraled as well as present skills Writing/Reports/ Project assignments based on text to self/text/world connections. Students follow rubric based on quality created by teacher.		
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Big Idea: There is more than one secret to success							Unit 4	
English Language Arts				Grade: 4		Unit Time Frame: Jan 4-Feb 5		
Essential Questions	Text (Fiction/Nonfiction)	Content	Skills	Key terms	Assessment	College & career Readiness Standards	CCCS	
<p>What traits do successful people have in common?</p> <p>What steps can you take toward success?</p>	<p>Riding Freedom, the right dog for the job, Moon Runner, Harvesting Hope: The story of Ceaser Chavez, Sacagawea</p> <p>PARCC</p> <p>Model Curric Unit 4</p>	<p>Rate, sound/spelling changes, using context, intonation, adverbs, sound/spelling changes, suffixes, accuracy and self correction, prepositional phrases,</p>	<p>Compare and contrast, monitor clarify, understanding characters</p> <p>Question Persuasion</p> <p>Infer/predict</p> <p>Main idea and details</p> <p>visualize</p>	<p>Escorted, swelled, reiled, reputation, worthy, churning, situation, deserve, defended, satisfied, reward, graduate, symbol, foster, disobey,</p>	<p>Unit Exam: February 9</p> <p>Performance Tasks: (G.R.A.S.P.S):</p> <p>Participate in probe activities while following</p>	<p>CCR-R2 CCR-R3 CCR-R4 CCR-R5 CCR-R6 CCR-R7</p> <p>CCR-W2 CCR-W4 CCR-W5 CCR-W10</p> <p>CCR-L5</p>	<p><u>Reading Standards for Literature K-5:</u> R.L.4.1-R.L.4.10</p> <p><u>Reading Standards for Informational Text K-5: R.I. 4.1-R.I.4.10</u></p> <p><u>Reading Standards: Foundational Skill K-5:</u> R.F. 4.3-R.F.4.4</p>	

<p>How can people share their successes?</p> <p>Why might a leader use persuasion?</p> <p>What makes a team successful?</p>		<p>homophones, stress, suffixes, use a dictionary, transitions, phrasing, VCCV pattern and word parts, compound words, abbreviations</p>		<p>confidence, patiently, confesses, ceremony, performs, gigantic, miniature, especially, lapped, vanished, deliberately, jealous, haze, lure, crisp, overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant, Territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark</p>	<p>rubric/guidelines based on common core standards and Harcourt; through research using Harcourt website as well as discovery and brain pop.</p> <p>Small group activities and presentations based on skill for unit and lesson.</p> <p>Literacy circle based on skills spiraled as well as present skills</p> <p>Writing/Reports/Project assignments based on text to self/text/world connections. Students follow rubric based on quality created by teacher.</p>	<p>CCR-SL1 CCR-SL2 CCR-SL4 CCR-SL5</p>	<p><u>Writing Standards</u> <u>K-5: W.4.1-W.4.10</u></p> <p><u>Speaking and Listening Standards</u> <u>K-5: S.L.4.1-S.L.4.6</u></p> <p><u>Language Standards</u> <u>K-5: L.4.1-L.4.6</u></p>
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Big Idea: Change happens to us because of us				Unit 5			
English Language Arts			Grade: 4	Unit Time Frame: Feb 8-Mar 11			
<p>Essential Questions</p> <p>How would your day differ without TV?</p> <p>What Causes change in a community?</p> <p>How do forests and trees show change?</p> <p>How can friendship help us find things in common?</p> <p>Why might an author write about change?</p>	<p>Text (Fiction/Nonfiction)</p> <p>The world according to Humphrey, I could do that!, The Ever-Living Tree, Owen and Mzee,</p> <p>PARCC</p> <p>Model Curric Unit 5</p>	<p>Content</p> <p>Accuracy, vcv pattern and word parts, multiple meaning words, comparative and superlative adjectives, phrasing, negatives, syllable patterns and word parts, use a dictionary, intonation, more commas, vccv pattern, suffixes, adjust rate to purpose, vv pattern, greek and latin word parts, proper mechanics</p>	<p>Skills</p> <p>Theme</p> <p>Summarize</p> <p>Cause and effect</p> <p>Infer/predict</p> <p>Compare and contrast</p> <p>Analyze and evaluate</p> <p>Author's purpose, question</p>	<p>Key terms</p> <p>Appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket, politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied, bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection, progress, calculated, dispute,</p>	<p>Assessment</p> <p>Unit Exam: March 10</p> <p>Unit 5 Project Due: March 7</p> <p>Project: students will read a book and re-write a short story with the same plot by from another character's point of view (similar to The World According to Humphrey)</p> <p>Participate in probe activities while following rubric/guidelines based on common core standards and Harcourt; through research using Harcourt</p>	<p>College & career Readiness Standards</p>	<p>CCCS</p> <p>RL. 4.1-4.7, 4.9-4.10</p> <p>RF: 4.3a</p> <p>R.F. 4.4a-c</p> <p>R.I.: 4.1, 4.2, 4.4, 4.5, 4.8, 4.9</p> <p>W.4.1a: When writing opinion pieces students will introduce a topic or text clearly writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis); opinion writing (text to text/text to self).</p> <p>W.4.1b: students will state reasons to support their thesis statement (such as in descriptive opinion essays).</p> <p>W: 4.3a-e, 4.4, 4.5, 4.7, 4.8, 4.9a, 4.10</p> <p>SL: 4.1a-d, 4.2, 4.4-4.6</p> <p>L: 4.1f-g, 4.2c-d, 4.3a-c, 4.4a-c, 4.5a</p>

				<p>centuries, superior, insert, waste, inspector, mechanical, average</p>	<p>website as well as discovery and brain pop.</p> <p>Small group activities and presentations based on skill for unit and lesson.</p> <p>Literacy circle based on skills spiraled as well as present skills</p> <p>Writing/Reports/ Project assignments based on text to self/text/world connections. Students follow rubric based on quality created by teacher. Pre- and post- assessment</p> <p>Observations of students understanding</p> <p>Quality of response in homework, probes, independent and small group activities and projects</p>		
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					Homework		
					End of Lesson assessment		
					Unit Assessment		

Big Idea: Exploration leads to people discovery

Unit 6

English Language Arts				Grade: 4	Unit Time Frame: March 14-April 15			
Essential Questions	Text (Fiction/Nonfiction) The Girl Who Loved Spiders, Amphibian Alert, Worlds of Wonder, save timber woods!, Mystery at Reed's Pond Novel Study: The Lion The Witch and The Wardrobe,	Content Expression, common final syllables, making comparisons, phrasing: punctuation, more final syllables, more comparisons, pauses, words with silent consonants, Unusual spellings, pronoun contractions,	Skills Story structure Visualize Main ideas and details Question Fact and opinion Monitor/clarify Understanding characters Infer/predict Conclusions and generalizations summarize	Key terms Peculiar, intends, captured, nourishing, glances, observes, assist, favor, condition, memorable, shortage, betrayed, species, continent, scarce, focus, included, alert, introduce, opportunities, apologize,	Assessment Unit Exam: April 27 PARCC Practice Test 2: March 17-21 (tentative) Participate in probe activities while following rubric/guidelines based on common core standards and Harcourt;	College & career Readiness Standards	CCCS <u>Reading Standards for Literature K-5:</u> R.L.4.1-R.L.4.10 <u>Reading Standards for Informational Text K-5:</u> R.I. 4.1-R.I.4.10 <u>Reading Standards: Foundational Skill K-5:</u> R.F. 4.3-R.F.4.4 <u>Writing Standards K-5:</u> W.4.1-W.4.10 <u>Speaking and Listening Standards K-5:</u> S.L.4.1-S.L.4.6	
How does exploring nature build story events?								
What are the most important ideas about amphibians?								
How do facts about museums help shape opinions?								

<p>What lessons can people learn by working for a cause?</p> <p>How does exploring nature help people form conclusions?</p>				<p>genuine,, triumph, arrangement, biological, display, concluded, obstacles, effect, vast,defended , symbol, resources, appreciate, shallow</p>	<p>website as well as discovery and brain pop.</p> <p>Small group activities and presentations based on skill for unit and lesson.</p> <p>Literacy circle based on skills spiraled as well as present skills</p> <p>Writing/Reports /Project assignments based on text to self/text/world connections. Students follow rubric based on quality created by teacher. Pre- and post-assessment</p> <p>Observations of students understanding</p> <p>Quality of response in homework, probes, independent and small group activities and projects</p>		<p><u>Language Standards</u> <u>K-5:</u> L.4.1-L.4.6 RL. 4.1-4.7, 4.9-4.10 RF: 4.3a R.F. 4.4a-c R.I.: 4.1, 4.2, 4.4, 4.5, 4.8, 4.9 W.4.1a: When writing opinion pieces students will introduce a topic or text clearly writing an opening statement expressing personal opinion relating ideas to the author’s purpose (thesis); opinion writing (text to text/text to self). W.4.1b: students will state reasons to support their thesis statement (such as in descriptive opinion essays). W: 4.3a-e, 4.4, 4.5, 4.7, 4.8, 4.9a, 4.10 SL: 4.1a-d, 4.2, 4.4-4.6 L: 4.1f-g, 4.2c-d, 4.3a</p>
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					Homework End of Lesson assessment Unit Assessment		
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