Grade 4: Unit 1

Big Idea: Helping brings out the best in us.

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|  | **Lesson 1**  How do friends help each other? | **Lesson 2**  How can an author show what it takes to be a leader? | **Lesson 3**  What happens when one person helps another? | **Lesson 4**  How can characters’ actions inspire us to do good things? | **Lesson 5**  How do friends help each other? |
| **Main Selection & Genre** | *Because of Winn-Dixie*  Realistic Fiction | *My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King, Jr.*  Biography | *How Tia Lola Came to Stay*  Realistic Fiction | *The Power of W.O.W.*  Play | *Stormalong*  Tall Tale |
| **Reading**  **Standards** | Literature 2, 3, 5, and 6 | Informational 1 | Literature 2, 3, 5, and 6 | Literature 2, 3, 5, and 6 | Literature 2, 3, 5, and 6 |
| **Writing Standards** | *The Writing Community and The Writing Process (Being a Writer)*  Writing 4: Task, Purpose and Audience  Writing 5: Planning, Revising and Editing | | | | |
| **Language**  **Standards** | Complete Sentences (ECC)  Prefixes re-, un-, dis- | Subjects and Predicates  Prefixes in-, im-, il-, ir- | Kinds of Sentences  End Punctuation  Quotation Marks for Dialogue  Using Context | Simple & Compound Sentences  Prefixes non-, mis- | Nouns (\*review)  Use a Dictionary |
| **Foundational Standards** | Word Study: Long & Short a  Fluency: Rate | Word Study: Long & Short e  Fluency: Phrasing | Word Study: Long & Short i  Fluency: Accuracy | Word Study: Long & Short o  Fluency: Intonation | Word Study: Homophones  Fluency: Expression |
| **Speaking & Listening** | Speaking and Listening 6: Formal and Informal English (ECC) | | | | |
| **Social**  **Studies** | Regions of The United States | | | | |
| **Health** | Nutrition, Personal, & Consumer Health | | | | |

(\*Skills identified as review are not articulated in the grade level language standards. These skills should be instructed based on student need.)

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| **Reading Literature Standards**  **Journeys Lessons 1, 3, 4, 5 and**  **Extending the CC – Unit 1 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 2** |
| Literature 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.   * I can determine the theme of a story, drama, or poem. * I can list details from the story, drama, or poem to defend the theme I determined. * I can create my own summary using the theme of the story, drama, or poem and the details to support it. | Informational 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   * I can use details from the text to explain what the text says explicitly. * I can draw inferences from the text using what the text says combined with my own thinking when I read. * I can explain details and/or provide examples from the text to support the inferences I made. |
| Literature 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).   * I can use specific details from the text to describe a character, setting, or event from a story or drama. * I can draw conclusions about a character, setting, or event in a story or drama based on specific details in a story. * I can describe in depth a character, setting, or event in a story or drama using details and my own conclusions. |
| Literature 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, and dialogue, stage direction) when writing or speaking about a text.   * I can identify structural elements of poems, dramas, and prose (stories). * I can explain differences in the structures of poems, dramas, and prose. |
| Literature 6: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person.   * I can determine the point of view of a text using specific narration (e.g., this is told in the first-person point of view). * I can explain the difference between first and third person narration. |
| **Focusing our Instruction** | |
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**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**  
\*\* Underlined words indicate academic vocabulary for instruction.

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| **Writing Standards**  ***The Writing Community and The Writing Process***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 1-5 and**  **Extending the CC – Unit 2 (ECC)** |
| Writing 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   * I can develop and organize my writing clearly so my reader understands what I am trying to say. * I can develop and organize my writing to fit the task, purpose, and audience for which I am writing. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can identify a fragment in my writing and edit it to make a complete sentence. (Lessons 1, 2 and ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can combine simple sentences to create a compound sentence using a comma. (Lesson 4) |
| Writing 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   * I can strengthen my own writing by planning, revising, and editing as needed. | Language 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * I can use a variety of sentences in my writing and include the appropriate end punctuation for each type. (Lesson 3) * I can use quotation marks to show dialogue in my writing. (Lesson 3) |
| Language 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.   * I can use the common prefixes re-, un- and dis- to determine the meaning of unknown words. (Lesson 1) * I can use the common prefixes in-, im-, il- and ir- to determine the meaning of unknown words. (Lesson 2) * I can use context clues to help me figure out the meaning of an unknown word. (Lesson 3) * I can use the common prefixes non- and mis- to determine the meaning of unknown words. (Lesson 4) * I can use a dictionary to help me say, spell, and understand the meaning of an unknown word. (Lesson 5) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 1-5** | **Foundational Standards - Fluency**  **Journeys Lessons 1-5** |
| Foundational 3:   * I can recognize and use long and short a sounds when reading and writing words. (Lesson 1) * I can recognize and use long and short e sounds when reading and writing words. (Lesson 2) * I can recognize and use long and short i sounds when reading and writing words. (Lesson 3) * I can recognize and use long and short o sounds when reading and writing words. (Lesson 4) * I can recognize and use words that sound the same but have different meanings. (homophones). (Lesson 5) | Foundational 4:   * I can read aloud at a “just right” pace that is appropriate for the text that I’m reading. (Lesson 1) * I can group words into phrases while reading to better understand a text. (Lesson 2) * I can review a text to make sure I know all the words before reading aloud. (Lesson 3) * I can change the tone of my voice when I read aloud and make my voice rise at the end of a question. (Lesson 4) * I can read with expression to show a character’s feelings when I read aloud. (Lesson 5) |

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| **Speaking & Listening Standards**  **Journeys Lessons 1-5 and Extending the CC – Unit 1 (ECC)** |
| Speaking and Listening 6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.   * I can determine where formal English is necessary and where informal English is acceptable. (ECC) |