Grade 4: Unit 2

Big Idea: We express ourselves in many ways.

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|  | **Lesson 6**  How are old and new fairytales alike and different? | **Lesson 7**  How can movies express fact and opinions? | **Lesson 8**  How would you make someone feel comfortable in a new place? | **Lesson 9**  Why would someone make an insincere apology? | **Lesson 10**  Why do authors write biographies? |
| **Main Selection & Genre** | *Once Upon a Cool Mortorcycle Dude*  Fairy Tale | *Coming Distractions: Questioning Movies*  Informational Text | *Me and Uncle Romie*  Realistic Fiction | *Dea Mr. Winston*  Realistic Fiction | *Jose! Born to Dance*  Biography |
| **Reading**  **Standards** | Literature 1, 3 and 9 | Informational 1 and 8 | Literature 1, 3 and 9 | Literature 1, 3 and 9 | Informational 1 and 8 |
| **Writing Standards** | *Letter Writing Supplement (Being a Writer)*  Writing 4: Task, Purpose and Audience  Writing 9: Writing in Response | | | | |
| **Language**  **Standards** | Verbs (ECC)  Suffixes -y, -ous | Simple Verb Tenses  Greek/Latin Word Parts *phon, photo, graph, auto, tele* | Conjunctions  Figurative Language | Commas  Antonyms | Pronouns (\*review)  Analogies |
| **Foundational Standards** | Word Study: Vowel Sounds  /ŭ/, /yōō/, /ōō/  Fluency: Expression | Word Study: Vowel Sounds  /ōō/, /ŏŏ/  Fluency: Phrasing | Word Study: Vowel Sounds  /ou/, /ô/  Fluency: Stress | Word Study: Vowel + /r/ Sounds  Fluency: Accuracy | Word Study: Vowel + /r/ Sounds  Fluency: Intonation |
| **Speaking & Listening** | Speaking and Listening 6: Formal and Informal English | | | | |
| **Science** | The Human Body | | | | |
| **Health** | Physical Activity, Injury Prevention, Anatomy | | | | |

(\*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 6, 8, 9 and**  **Extending the CC – Unit 2 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 7 and 10** |
| Literature 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 story to explain what the text says explicitly. * I can draw inferences from the story using what the text says combined with my own thinking. * I can explain details and/or provide examples from the text to support the inferences I made. | **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 9: Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures*. \*\*also supported in the Extending the CC – Unit 1\*\****   * **I can identify patterns of events that help me determine the themes and topics in stories, myths, and traditional literature.** * **I can compare and contrast themes, topics, and patterns of events among stories, myths, and traditional literature from different cultures.** | Informational 8: Explain how an author uses reasons and evidence to support particular points in a text.   * I can identify the point an author is trying to make in a nonfiction text. * I can identify the reasons (opinions) an author uses to support their particular point. * I can identify the evidence (facts) an author provides to support their particular points. |
| **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**  ***Letter Writing Supplement***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 6-10 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 use verb phrases that include a main verb and helping verb to provide depth in my writing. (Lesson 6 and ECC) * I can recognize and use verbs and verb tenses correctly when speaking and writing. (Lesson 6 and 7) |
| 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 conjunctions and a comma. (Lesson 8) |
| Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.   * I can compose an analytical, reflective, or research-based piece in response to a literary or informational text. * I can compose a written response to a text or prompt by:   + Analyzing the text or prompt to determine what is being asked.   + Forming ideas and supporting my ideas with evidence form the text. | Language 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * I can use commas correctly when writing and editing. (Lesson 9) |
| 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 suffixes -y and -ous to determine the meaning of unknown words. (Lesson 6) * I can use the common roots phon, photo, graph, auto and tele to determine the meaning of unknown words. (Lesson 7) |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * I can recognize idioms as a form of figurative language and determine their meaning using context clues or a dictionary to help when needed. (Lesson 8) * I can relate words to their opposites (antonyms) to help me understand their meaning. (Lesson 9) * I can recognize and produce synonyms and antonyms for words to complete analogies. (Lesson 10) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 6-10** | **Foundational Standards - Fluency**  **Journeys Lessons 6-10** |
| Foundational 3:   * I can recognize and use the vowel blends /ŭ/, /yōō/, /ōō/ when reading and writing words. (Lesson 6) * I can recognize and use the vowel blends /ōō/, /ŏŏ/ when reading and writing words. (Lesson 7) * I can recognize and use the vowel blends /ou/, /ô/ when reading and writing words. (Lesson 8) * I can recognize and use vowel + /r/ sounds when reading and writing words. (Lessons 9 and 10) | Foundational 4:   * I can read with expression to show a character’s feelings when I read aloud. (Lesson 6) * I can group words into phrases and pause naturally at punctuation marks when I read aloud. (Lesson 7) * I can stress or emphasize important words to help me better understand what I am reading. (Lesson 8) * I can scan a text and decode unknown words before I read aloud. (Lesson 9) * I can change the tone of my voice when I read aloud to make reading more interesting. (Lesson 10) |

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| **Speaking & Listening Standards**  **Journeys Lessons 6-10** |
| 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. |