Grade 4: Unit 3

Big Idea: Nature can amaze us.

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|  | **Lesson 11**How do animals influence your opinion of nature? | **Lesson 12**How can nature influence events? | **Lesson 13**How do events in nature affect other events? | **Lesson 14**How do illustrations make a text interesting? | **Lesson 15**How do details help you understand the main idea? |
| **Main Selection & Genre** | *The Screech Owl Who Liked Television*Narrative Nonfiction | *The Earth Dragon Awakes*Historical Fiction | *Antarctic Journal: Four Months at the Bottom of the World*Narrative Nonfiction | *The Life and Times of the Ant*Informational Text | *Ecology for Kids*Informational Text |
| **Reading****Standards** | Informational 2, 3, 5 and 6 | Literature 3 and 7 | Informational 2, 3, 5 and 6 | Informational 2, 3, 5 and 6 | Informational 2, 3, 5 and 6 |
| **Writing Standards** | *Expository Nonfiction (Being a Writer)*Writing 2: Informational/ExplanatoryWriting 7: Research |
| **Language****Standards** | Proper NounsSuffixes -ful, -less, -ness,-ment | Possessive Nouns (\*review)Synonyms | Regular Verbs (ECC)Greek and Latin Word Parts *spect, struct, tele, vis* | Participles (\*building capacity)Suffixes -able, -ible | Irregular VerbsMultiple Meaning Words and Homophones (ECC) |
| **Foundational Standards** | Word Study: Compound WordsFluency: Phrasing | Word Study: Words with -ed or -ingFluency: Rate | Word Study: Words with-ed or -ingFluency: Phrasing | Word Study: Final Long eFluency: Stress | Word Study: Changing Final y to iFluency: Expression  |
| **Speaking & Listening** | Speaking and Listening 2: ParaphrasingSpeaking and Listening 3: Identify reasons a speaker provides to support their argument |
| **Science** | Earth Materials |
| **Health** | Community & Environmental Health |

(\*Skills identified as review or building capacity 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 Lesson 12** | **Reading Informational Standards** **Journeys Lessons 11, 13, 14, 15 and****Extending the CC – Unit 3 (ECC)** |
| 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.
 | Informational 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.* I can determine the main idea or topic of a nonfiction text.
* I can explain how key details in a text support the main idea.
* I can use the main idea and key details to summarize a text in my own words.
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| Informational 3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.* I can explain important events or ideas in a text and support my explanation with details from the text.
* I can explain important events or ideas in a text and what caused them to occur.
* I can explain procedures from a text and identify signal words that supported my understanding.
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| **Literature 7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.*** **I can describe how the illustrations and descriptions in a text help me visualize the characters and setting of a story.**
* **I can compare an oral or visual presentation of a text to the written text.**
 | Informational 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.* I can identify signal words or features for different text structures. (sequence of events, compare/contrast, cause/effect, problem/solution)
* I can identify the structure used to organize a text.
* I can identify text or graphic features and their purpose. (REVIEW from GRADE 3 INFORMATIONAL 5)
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| **Informational 6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.*** **I can identify the two accounts from which an event or topic can be told: firsthand account and secondhand account.**
* **I can describe information provided from a firsthand account.**
* **I can describe information provided from a secondhand account.**
* **I can compare and contrast firsthand account and secondhand accounts.**
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| **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*****Expository Nonfiction Writing*****(Being a Writer)** | **Language Standards** **Journeys Lessons 11-15 and****Extending the CC – Unit 3 (ECC)** |
| Writing 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.* I can write an informational/explanatory text about a topic and provide facts and ideas to support the topic.
* I can create a piece that informs or explains a topic using an organizational structure that includes:
	+ an introduction that provides a general observation and focus of my topic with related information grouped together.
	+ common features of informational text (headings, labels, etc.) and illustrations to support the topic as needed.
	+ linking words, phrases, and clauses to connect information clearly for my readers.
	+ precise language and vocabulary to support the information about my topic.
	+ a relevant concluding statement or section to provide closure.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can use progressive verb tenses to show action that is continuous or ongoing in my writing. (Lesson 13 and ECC)
* I can recognize words with similar spelling as homophones and identify their correct meaning (e.g., whether/weather). (ECC)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can capitalize proper nouns correctly when editing and writing. (Lesson 11)
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| Writing 7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.* I can conduct short research projects about topics I find interesting to broaden my own understanding and help readers understand different aspects of a topic.
 | 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 -ful, -less, -ness and -ment to determine the meaning of unknown words. (Lesson 11)
* I can use the common roots spect, struct, tele and vis to determine the meaning of unknown words. (Lesson 13)
* I can use the common suffixes -able and -ible to determine the meaning of unknown words. (Lesson 14)
* I can use context clues to help me determine the meaning of multiple meaning and commonly confused words. (Lesson 15 and ECC)
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| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* I can recognize and produce synonyms. (Lesson 12)
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| **Foundational Standards - Phonics****Journeys Lessons 11-15** | **Foundational Standards - Fluency****Journeys Lessons 11-15** |
| Foundational 3:* I can read and write compound words. (Lesson 11)
* I can read and write words with an -ed or -ing ending. (Lesson 12 and 13)
* I can read and write words with the final long -e. (Lesson 14)
* I can read and write words in which the final y changes to an i. (Lesson 15)
 | Foundational 4:* I can group words into phrases and pause naturally at punctuation marks when I read aloud. (Lesson 11 and 13)
* I can read aloud at a “just right” pace that is appropriate for the text that I’m reading. (Lesson 12)
* I can stress or emphasize important words to help me better understand what I am reading. (Lesson 14)
* I can show expression by varying my intonation when I’m reading aloud to help me better understand the text. (Lesson 15)
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| **Speaking & Listening Standards****Journeys Lessons 11-15** |
| Speaking and Listening 2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.* I can paraphrase the parts of a text.
* I can paraphrase information I gathered from an oral or visual presentation.
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| Speaking and Listening 3: Identify the reasons and evidence a speaker provides to support particular points.* I can identify the reasons a speaker provides to support their argument.
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