Grade 4: Unit 4

Big Idea: There is more than one secret to success.

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|  | **Lesson 16**  What traits do successful people have in common? | **Lesson 17**  What steps would you take toward success? | **Lesson 18**  How can people share their successes? | **Lesson 19**  Why might a leader use persuasion? | **Lesson 20**  What makes a team successful? |
| **Main Selection & Genre** | *Riding Freedom*  Historical Fiction | *The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog*  Narrative Nonfiction | *Moon Runner*  Realistic Fiction | *Harvesting Hope: The Story of Cesar Chavez*  Biography | *Sacagawea*  Biography |
| **Reading**  **Standards** | Literature 2, 3 and 6 | Informational 2 and 8 | Literature 2, 3 and 6 | Informational 2 and 8 | Informational 2 and 8 |
| **Writing Standards** | *Personal Narrative (Being a Writer)* Writing 3: Personal Narrative | | | | |
| **Language**  **Standards** | Adjectives (ECC)  Using Context | Adverbs  Suffixes -ion,-ation, -ition | Prepositions & Prepositional Phrases  Homophones, Homonyms & Homographs | Transitions  Use a Dictionary | Adages and Proverbs (\*ECC only) |
| **Foundational Standards** | Word Study: Words with /k/, /mg/, /kw/  Fluency: Rate | Word Study: Spelling Final /j/ and /s/  Fluency: Intonation | Word Study: Prefixes re-, un-, dis-  Fluency: Accuracy | Word Study: Suffixes  -ful, -less, -ness, -ment  Fluency: Stress | Word Study: Words with VCCV Pattern  Fluency: Phrasing |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* | | | | |
| **Social**  **Studies** | Exploring Geography and History | | | | |
| **Health** | Family Health & Sexuality | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 16 and 18** | **Reading Informational Standards**  **Journeys Lessons 17, 19 and 20** |
| 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 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 determine the most important events and details in a nonfiction text. * I can explain how the important events and details support the main idea. * I can use the main idea and key details to summarize a text in my own words. |
| 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. * I can compare and contrast characters and their thoughts, words and actions. (BUILDING CAPACITY FOR GRADE 5 LITERATURE 3) | 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. |
| **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**  ***Personal Narrative***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 16-20 and**  **Extending the CC – Unit 4 (ECC)** |
| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   * I can write an original narrative in which I develop a real or imagined experience or event. * I can use effective technique, descriptive details, and clear event sequences in my original narrative. * I can create an original narrative that includes:   + a clear explanation or description of the narrator or characters and a clearly established event or situation.   + a sequence of events that unfolds naturally and makes sense to the reader.   + a combination of dialogue and descriptions to develop experiences and characters responses to situations.   + a variety of transitional words and phrases to connect the sequence of events clearly for the reader.   + a combination of concrete details and sensory details to convey experiences or events.   + a relevant conclusion to provide closure. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can use multiple adjectives to describe someone or something and I can order these adjectives in a correct and logical way. (Lesson 16 and ECC) * I can correctly use prepositional phrases that begin with a preposition and end with a noun or pronoun. (Lesson 18) * I can recognize and correctly use homonyms, homophones and homographs in my writing. (Lesson 18) |
| 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 context clues to help me determine the meaning of unknown words or phrases. (Lesson 16) * I can use the suffixes -ion, -ation and -ition to help me determine the meaning on unknown words. (Lesson 17) * I can use a dictionary to help me pronounce a new word and to help me determine or clarify the meaning of this word. (Lesson 19) |
| Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * I can recognize common adages and proverbs and understand that these phrases do not mean exactly what they say. (Lesson 19 and ECC) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 16-20** | **Foundational Standards - Fluency**  **Journeys Lessons 16-20** |
| Foundational 3:   * I can read and write words with /k/, /ng/, and /kw/ sounds correctly. (Lesson 16) * I can read and write words with the final /j/ and /s/ sounds correctly. (Lesson 17) * I can recognize and read words with the prefixes re-, un-, and dis-. (Lesson 18) * I can recognize and read words with the suffixes -ful, -less, -ness, and -ment correctly. (Lesson 19) * I can recognize and read words with the VCCV pattern. (Lesson 20) | Foundational 4:   * I can read aloud at a “just right” pace that is appropriate for the text that I’m reading. (Lesson 16) * I can vary my intonation or pitch while I’m reading aloud to help me better understanding the text. (Lesson 17) * I can recognize and read words accurately and quickly when reading aloud. If I make a mistake, I can reread and correct my error. (Lesson 18) * I can stress or emphasize important words to help me better understand what I’m reading. (Lesson 19) * I can group words into phrases and pause naturally at punctuation marks when I read aloud. (Lesson 20) |

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| **Speaking & Listening Standards**  **Journeys Lessons 16-20** |
| *See Overarching Standards for Speaking and Listening 1* |