Grade 4: Unit 5

Big Idea: Change happens to us and because of us.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lesson 21**  How would your day differ without TV? | **Lesson 22**  What causes change in a community? | **Lesson 23**  How do forests and trees show change? | **Lesson 24**  How can friendship help us find things in common? | **Lesson 25**  Why might an author write about change? |
| **Main Selection & Genre** | *The World According to Humphrey*  Fantasy | *I Could Do That! Easter Morris Gets Women the Vote*  Biography | *The Ever-Living Tree: The Life and Times of a Coast Redwood*  Informational Text | *Owen and Mzee: The True Story of a Remarkable Friendship*  Narrative Nonfiction | *The Fun They Had*  Science Fiction |
| **Reading**  **Standards** | Literature 1 and 2 | Informational 3, 5, 7 and 9 | Informational 3, 5, 7 and 9 | Informational 3, 5, 7 and 9 | Literature 1 and 2 |
| **Writing Standards** | *Persuasive Nonfiction Supplement (Being a Writer)*  Writing 1: Opinion Writing | | | | |
| **Language**  **Standards** | Comparative & Superlative Adjectives & Adverbs (ECC)  Multiple-Meaning Words | Negatives  Use a Dictionary | Quotations  Prefixes pre-, inter-, ex- | Comma (\*building capacity)  Suffixes -ed, -ly | Proper Mechanics  Greek and Latin Word Parts *meter, therm, aud, fac* |
| **Foundational Standards** | Word Study: Words with VCV Patterns  Fluency: Accuracy | Word Study: VCCV and VCV Patterns  Fluency: Phrasing | Word Study: Words with VCCV Pattern  Fluency: Stress | Word Study: Words with VCCCV Pattern  Fluency: Intonation | Word Study: Words with VV Pattern  Fluency: Rate |
| **Speaking & Listening** | Speaking and Listening 4: Report on a topic  Speaking and Listening 5: Adding visuals or recordings to a presentation | | | | |
| **Social**  **Studies** | Exploring the Economy and Government | | | | |
| **Health** | Mental & Emotional Health | | | | |

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

|  |  |
| --- | --- |
| **Reading Literature Standards**  **Journeys Lessons 21, 25 and**  **Extending the CC - *Unit 4\*\** (ECC – Unit 4)** | **Reading Informational Standards**  **Journeys Lesson 22, 23, 24 and**  **Extending the CC – Unit 5 (ECC)** |
| 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 provide examples from the text to support the inferences I made. | **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.** * **I can explain the relationship of ideas in a text by examining how they are alike and different. (BUILDING CAPACITY FOR GRADE 5 INFORMATIONAL 3)** |
| **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)** |
| **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 7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**   * **I can interpret information presented visually, orally, and quantitatively.** * **I can explain the relationship between information presented in words and information presented visually, orally, and quantitatively.** * **I can explain how each piece of information helps me understand what I am reading.** |
| **Informational 9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. *\*\*integrate with writing\*\****   * **I can combine key details from two texts on the same topic.** * **I can integrate ideas from two texts on the same topic to write and/or speak about the topic using my own words.** |
| **Focusing our Instruction** | |
|  |  |

**\*\* 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.

|  |  |
| --- | --- |
| **Writing Standards**  ***Persuasive Nonfiction Supplement***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 21-25 and**  **Extending the CC – Unit 5 (ECC)** |
| Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   * I can select a topic, determine my point of view, and provide reasons supported by facts and details. * I can create an opinion piece using an organizational structure that includes:   + an introduction including a clearly stated topic, a point of view, and ideas to support this point of view.   + reasons supported by facts and details.   + linking words and phrases to connect facts and details to support my opinion and reasons.   + a 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 relative pronouns and adverbs in my writing. (ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can recognize, plan, and use quotation marks to show dialogue when reading and writing. (Lesson 23) * I can use commas to separate introductory words and words in a series. (BUILDING CAPACITY FOR 5th GRADE) (Lesson 24) * I can use proper capitalization when writing. (Lesson 25) |
| 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 figure out the meaning of multiple meaning words. (Lesson 21) * I can use a dictionary to help me say, spell, and understand the meaning of an unknown word. (Lesson 22) * I can use the prefixes pre-, inter- and ex- to help me determine the meaning of an unknown word. (Lesson 23) * I can use the suffixes -ed and -ly to help me determine the meaning of an unknown word. (Lesson 24) * I can use the roots words meter, therm, aud and fac to help me determine the meaning of unknown words. (Lesson 25) |

|  |  |
| --- | --- |
| **Foundational Standards - Phonics**  **Journeys Lessons 21-25** | **Foundational Standards - Fluency**  **Journeys Lessons 21-25** |
| Foundational 3:   * I can read, write and divide words with the VCV pattern. I know that words with the short vowel sound are divided after the consonant and words with long vowel sounds are divided before the consonant. (Lesson 21) * I can read, write and divide words with the VCV, VCCV, VCCCV and VV patterns correctly. (Lessons 22, 23, 24 and 25) | Foundational 4:   * I can read words I know quickly and use what I know about letters and sounds to decode unknown words quickly and accurately. (Lesson 21) * I can group words into phrases and pause naturally when I read aloud. (Lesson 22) * I can stress or emphasize important words to help me better understand what I’m reading. (Lesson 23) * I can vary my intonation or pitch while I’m reading aloud to help me better understand the text. (Lesson 24) * I can read aloud at a “just right” pace that is appropriate for the text that I’m reading. (Lesson 25) |

|  |
| --- |
| **Speaking & Listening Standards**  **Journeys Lessons 21-25** |
| Speaking and Listening 4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   * I can report on a topic or text or recount an experience in an organized way. * I can use facts/details to support the topic. * I can speak clearly and at an understandable pace, about my topic. |
| Speaking and Listening 5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.   * I can add recordings or visuals to my presentation to add to the understanding of my audience. |